# On Track 6

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**Kopiointiehdot**
Tämä teos on digitaalinen oppikirja, joka on suojattu tekijänoikeuslailla (404/61).

# Foreword

**You are approaching the end of your journey. How far you continue with your English studies after this last compulsory course depends on you – and on your wish to learn more. Of course, we hope you'll continue the journey because increasing your fluency will broaden the range of opportunities open to you in the future.**

***On Track 6* has the structure and exercises you are already used to, so it will be easy to get started.**

Now that the matriculation examinations are approaching, we have added a new feature to the book called *Final exam focus*. These exercises help you with specific tasks in the final examination such as reading and listening comprehension, as well as the grammar and vocabulary questions.

This course looks at education and what happens after you've left upper secondary school. You will explore different ways of making money, as well as the way the economy shapes our world. You will also learn about studying abroad and how to put together a personal statement when applying to a university outside Finland. The art of job application is also covered, including how to write an impressive CV and covering letter.

By the time you finish this journey we hope you have the skills you need in the near future. We wish you an exciting trip!

COURSE 6

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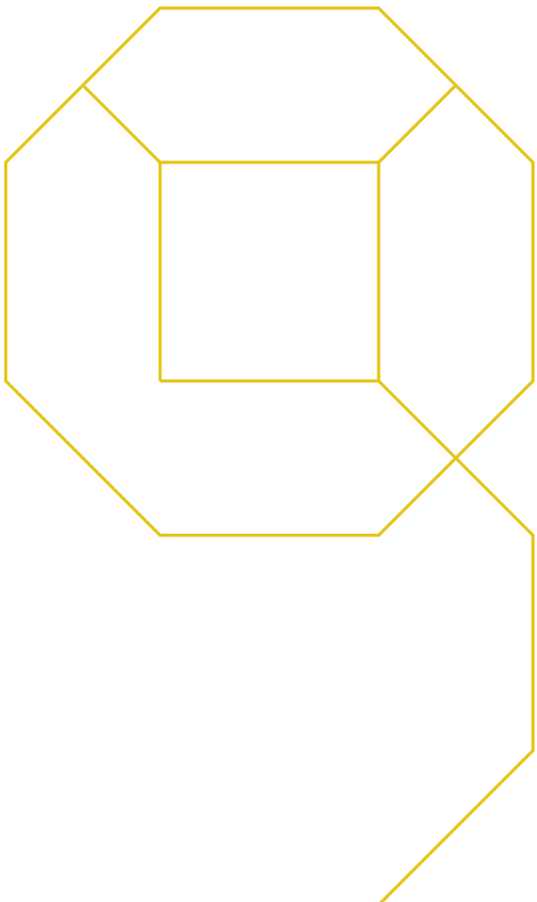


## Precourse

# Bright ideas

**A** **What I would change about my school. Here are some comments students have made about their school. In pairs, think about your own school and discuss whether you agree or disagree with these comments.**

School food is not healthy and appetising enough.

Our group sizes are way too big – I mean 35 students in one classroom. That's ridiculous!

School shouldn't start so early in the morning. 10 o'clock would be much better.

There are too many course assignments, and I get too much homework. Don't the teachers realise we need some free time too!

We have to take too many compulsory subjects. Optional and advanced courses are more interesting.

High school is too expensive! Schools should provide us with laptops and study materials.

Teachers check our absences too thoroughly. Everyone needs to skip lessons once in a while.

We don't have enough extracurricular activities at school, just academic studies.

**assignment** tehtävä
**compulsory** pakollinen
**optional** valinnainen
**advanced** syventävä

**absence** poissaolo
**skip a lesson** pinnata
**extracurricular activities** koulutuntien ulkopuolinen toiminta, kerhotoiminta

**B** Match the American and British English school words and give the Finnish translation for them.

| American English | | British English | | Finnish |
|---|---|---|---|---|
| 1 | grades _____ | A | public school | _____ |
| 2 | recess _____ | B | form teacher | _____ |
| 3 | principal _____ | C | timetable | _____ |
| 4 | classes _____ | D | state school | _____ |
| 5 | schedule _____ | E | break | _____ |
| 6 | private school _____ | F | play truant | _____ |
| 7 | public school _____ | G | sit / take an exam | _____ |
| 8 | grade _____ | H | form | _____ |
| 9 | semester _____ | I | head teacher | _____ |
| 10 | home room teacher _____ | J | marks | _____ |
| 11 | take a test _____ | K | lessons | _____ |
| 12 | cut classes _____ | L | term | _____ |

C Fill in the missing words in the grid. Use the inside cover of On Track 6 for help.

| USA | UK | FINLAND | FINNISH |
|---|---|---|---|
| elementary school | | lower comprehensive | alakoulu |
| | secondary school | higher comprehensive | yläkoulu |
| (senior) high school | sixth form | | lukio |

**D** Imagine you are explaining upper secondary school traditions and customs to a foreign exchange student. In pairs, decide which one of you is A and B. Take turns explaining the following words in English.

| A | B |
|---|---|
| jakso | urheilupainotteinen |
| oppilaskunta | taksvärkki |
| abiturientti | puurojuhla |
| potkiaiset | vanhojen tanssit |
| penkkarit | kaksoistutkinto |
| pitkä/lyhyt matematiikka | ylioppilasjuhlat |
| ylioppilaskirjoitukset | valkolakki |

**E** Look at the school subjects on the Finnish report card on page 10. Make sure you know what they mean. In small groups, discuss the following questions.

1 What are your favourite subjects? Why?
2 What are your least favourite subjects? Why?
3 Which subject do you find the easiest?
4 Which subject has required the most work?
5 Which subjects should be made optional in upper secondary school? Why?
6 Which subjects do you think will be useful / not useful in life? Why?
7 Which course has been the most memorable during your time at upper secondary school?
8 If you were giving advice to first year students who are planning their course timetables, what would you recommend?

**F** Listen to five young people from different parts of the world discussing their dream jobs. Match the person with the job they would like to do.

Kaleigh _____
Kabelo _____
Paige _____
Jordan _____
Jen _____

A rock star
B astronaut
C telemarketer
D artist
E art therapist
F entrepreneur
G beautician
H marine biologist
I soccer coach

# Finnish school report

School _____

Name _____

Social security number _____

| **Subject** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Finnish language and literature | | | | | | | | | | | | | | | | | | | | | |
| First foreign language* (_____) | | | | | | | | | | | | | | | | | | | | | |
| Swedish** | | | | | | | | | | | | | | | | | | | | | |
| Foreign language (_____) | | | | | | | | | | | | | | | | | | | | | |
| Foreign language (_____) | | | | | | | | | | | | | | | | | | | | | |
| Mathematics (advanced syllabus) | | | | | | | | | | | | | | | | | | | | | |
| Mathematics (basic syllabus) | | | | | | | | | | | | | | | | | | | | | |
| ICT | | | | | | | | | | | | | | | | | | | | | |
| Biology | | | | | | | | | | | | | | | | | | | | | |
| Geography | | | | | | | | | | | | | | | | | | | | | |
| Physics | | | | | | | | | | | | | | | | | | | | | |
| Chemistry | | | | | | | | | | | | | | | | | | | | | |
| Religion | | | | | | | | | | | | | | | | | | | | | |
| Ethics | | | | | | | | | | | | | | | | | | | | | |
| Philosophy | | | | | | | | | | | | | | | | | | | | | |
| Psychology | | | | | | | | | | | | | | | | | | | | | |
| History | | | | | | | | | | | | | | | | | | | | | |
| Social studies | | | | | | | | | | | | | | | | | | | | | |
| Health education | | | | | | | | | | | | | | | | | | | | | |
| Music | | | | | | | | | | | | | | | | | | | | | |
| Art | | | | | | | | | | | | | | | | | | | | | |
| Physical education | | | | | | | | | | | | | | | | | | | | | |
| Guidance counselling | | | | | | | | | | | | | | | | | | | | | |
| _____ | | | | | | | | | | | | | | | | | | | | | |
| _____ | | | | | | | | | | | | | | | | | | | | | |
| _____ | | | | | | | | | | | | | | | | | | | | | |

Completed courses _____ /75

Compulsory _____

Advanced _____

Applied _____

_____ _____

Date Form teacher's signature

* language starting in grades 1–6 of basic education

** second national language; language starting in grades 6–9 of basic education

# UNIT 1

## School and study

## Topic 1

# What is education for?

Personally I'm always ready to learn,
although I do not always like being taught.
*(Winston Churchill, British politician)*

**1A** **By now, you have had many years of formal education. What do you think education is *really* for? Look at the statements below.**

- Mark the three most important (X), and the three least important (O) statements.
- Discuss your individual lists in small groups.
- Use as many of the expressions from the *How to* box on p. 13 as you can.

- ☐ to prepare you for a job
- ☐ to give you information about the world
- ☐ to teach you about your own culture
- ☐ to develop your individual skills, talents and interests
- ☐ to teach you how to get on with other people
- ☐ to teach you tolerance of different points of view
- ☐ to enable you to pass exams and get a qualification
- ☐ to keep young people occupied and out of trouble
- ☐ to teach you to think for yourself
- ☐ to make productive citizens out of young people
- ☐ to help you evaluate information
- ☐ to teach you facts

*Non scholae sed vitae discimus.*
*(We learn not for school but for life.)*
– Latin motto –

HOW TO

## How to express your opinion

We are often asked to give our opinion about different subjects.
In *On Track 3* we looked at some expressions you can use when giving your opinion. Here are some more.

**Common in spoken English**
If you ask me...
(Do you) know what I think?
I'd say...
For me...
I can't help thinking that...

**More formal, and in written English**
It is my opinion that...
Personally, I am inclined to think...
In my view/opinion...
I may be wrong, but I believe...
It could well be that...
I would argue that...

## Personal dictionary

**1B** **Increasing your personal vocabulary bank is one of the most important goals of learning a language. The more words you know, the more you will understand, and the better you will express yourself.**

**Make sure you know the following words from text 1. First, guess the meaning, then look them up in the vocabulary app if necessary. Write down the Finnish translations in the text vocabulary list on p. 17.**

- Choose 3–5 extra words and mark them, too.
- Try making sentences with some of the words.

1 reunion
2 emphasize
3 available
4 career option
5 establish
6 unsolvable
7 pension fund
8 high achiever
9 compulsory
10 properly

Topic 1 Key text

# Looking back: what I wish I had learned at school

**Recently I attended my 10-year high school reunion. Not surprisingly, some were upbeat and pretty pleased with how their lives had turned out, while others were slightly disappointed with the hand they had been dealt and how they had played it.**

**We had some laughs talking about the crazy things we got up to at school. Late in the evening the conversation got surprisingly serious as we discussed some of the things we hadn't, but wish we had, learned at the time.**

Here are some of the issues we considered, summarized by me on the plane home, and listed in no particular order of importance:

1. We should have been taught effective methods of study. Many of us were not good at studying, and for most of us, our methods of studying were a bit hit-and-miss. It's hard for teenagers to get enthusiastic about a topic like 'how to study', but still, considering how this is the foundation of all formal education, you'd have thought more attention would be paid to this aspect of learning.

2. Instead of focusing on the correct answer, I wish teachers had emphasized how important it is to make mistakes. And, just as importantly, how to learn from those mistakes.

**3** I wish I had known more about available scholarships, how to find them, how to apply for them. This is a skill that stands you in good stead in your professional life too, when you are the one responsible for getting financial backing for a particular research project, for example. If you're a researcher, or an academic, and you don't know how to look for funding or how to write a funding proposal, you can kiss your career goodbye.

**4** I wish somebody had given us more information about different professions other than the traditional, obvious ones. When I left college, I was amazed at the number of different career options out there. At school they concentrated on the same types of conventional jobs: IT specialists, engineers, lawyers, plumbers... all very important of course, but the world has changed, and there are countless other options now.

**5** How to start up and run my own business – this is what I really wanted to learn at school. Today I own a successful company, and I'm proud of what I have accomplished. But it was very hard in the beginning when I had to discover the nitty-gritty of establishing a company all by myself.

**6** The importance of creativity can hardly be overstated, but somehow students don't have many opportunities to develop original ideas at school. Nobody would have described our school as a hotbed of creativity. We were too busy trying to get through tests and exams. We should have received some specific training or advice on how to develop our creativity, since creativity is the one area where humans outperform computers. It doesn't matter whether you're a bricklayer or a scientist, creativity will help you find new perspectives in your work. And if we want to create new types of jobs, for example, and solve apparently unsolvable problems like climate change, we need to start thinking more creatively.

**7** I wish we had had more discussions about what life is really about, about the meaning of life, so that we would be better prepared for the difficult moral choices we have to make in our lives.

**8** We should have had a course on how to manage money at school. And I am not referring to basic financial advice like 'saving for a rainy day.' I mean serious things like how to invest money, how to buy property, how to start a pension fund, how stock markets work. At the time, these things seemed stupefyingly boring, but now I realize that they really matter.

**9** It would have been life-changing for me to know that what I thought about myself was more important than what others thought of me. I was not a high achiever, and had very low self-esteem. I was miserable at school because I thought nobody was interested in me or anything I had to say.

**10** I should have continued my piano lessons. Now I'm ashamed of how I argued with my mom about practicing – if I had stuck with it, frustrating and tiring as it was at the time, I would now possess a skill that would give me endless joy. In this respect, my parents really *did* know best!

**11** A six-week module on relationships should have been a compulsory subject at school. Having a long-term relationship, or being married to someone, is something that affects your psychological well-being, as anybody who has ever had to live through a divorce knows. Yet the whole business is entirely left to chance. No wonder the divorce rate is so high.

**12** In my opinion one of the most important things they should have taught us at school is how to be a proper parent. Having and rearing a child is a gargantuan responsibility, and I don't think it's something people are automatically capable of. We need to be properly prepared for this.

Down-time.

**look back** /lʊk bæk/ muistella
**recently** /riːsntli/ hiljattain, vähän aikaa sitten
**attend** /ə'tend/ osallistua
**reunion** /riː'juːniən/

---

**upbeat** /ʌpbiːt/ onnellinen, myönteinen; nousukausi
**turn out** /tɜːn aʊt/ osoittautua, sujua, sammuttaa, ilmaantua
**disappointed** /ˌdisə'pɔɪntɪd/ pettynyt
***deal, dealt, dealt** /diːl, delt, delt/ jakaa, käydä kauppaa, käsitellä
**serious** /sɪərɪəs/ vakava
**summarize** /sʌməraɪz/ tehdä yhteenveto, esittää lyhyesti
**method** /meθəd/ tekniikka, menetelmä, työtapa
**hit-and-miss** /ˌhɪtən'mɪs/ hakuammuntaa
**foundation** /faʊn'deɪʃn/ perusta
**focus on** /fəʊkəs ɒn/ keskittyä jhk, kohdistaa
**emphasize** /emfəsaɪz/

---

**available** /ə'veɪləbl/

---

**scholarship** /skɒləʃɪp/ stipendi, apuraha
**skill** /skɪl/ taito
***stand someone in good stead** /stænd sʌmwʌn ɪn gʊd sted/ olla jllek hyödyksi
**responsible for** /rɪ'spɒnsəbl fə/ olla vastuussa jstak
**financial** /faɪ'nænʃəl/ taloudellinen, rahallinen, raha-
**backing** /bækɪŋ/ tuki, kannatus, tausta
**funding** /fʌndɪŋ/ rahoitus, rahastointi
**career option** /kə'rɪə ɒpʃn/

---

**conventional** /kən'venʃənl/ tavanomainen, tavallinen
**obvious** /ɒbvɪəs/ ilmeinen, itsestään selvä
**IT specialist** /ˌai 'tiː ʃpeʃəlɪst/ IT-alan ammattilainen
**engineer** /ˌendʒɪ'nɪə/ insinööri
**lawyer** /lɔɪə/ lakimies, asianajaja
**plumber** /plʌmə/ putkiasentaja
**countless** /kauntləs/ lukematon, rajaton

**accomplish** /ə'kʌmplɪʃ/ saada aikaan, saavuttaa, toteuttaa, saattaa päätökseen
**nitty-gritty** /ˌnɪtɪ'grɪti/ perusasiat
**establish** /ɪ'stæblɪʃ/

---

**creativity** /ˌkriːeɪ'tɪvəti/ luovuus
**overstate** /ˌəʊvə'steɪt/ liioitella
**hotbed** /hɒtbed/ pesä, taimilava
**receive** /rɪ'siːv/ saada
**outperform** /ˌaʊtpə'fɔːm/ suoriutua paremmin, voittaa
**bricklayer** /brɪkleɪə/ muurari
**apparently** /ə'pærəntli/ selvästi, ilmeisesti, nähtävästi
**unsolvable** /ʌn'sɒlvəbl/

---

**climate change** /klaɪmɪt tʃeɪndʒ/ ilmastonmuutos
**manage money** /mænɪdʒ mʌni/ osata käyttää rahaa, hoitaa raha-asioita
**property** /prɒpəti/ omaisuus, kiinteistö
**pension fund** /penʃən fʌnd/

---

**stock market** /stɒk mɑːkɪt/ pörssi, osakemarkkinat
**stupefyingly** /ˌstjuːpɪ'faɪɪŋli/ turruttavan, puuduttavan
**high achiever** /haɪ ə'tʃiːvə/

---

**self-esteem** /ˌselfɪ'stiːm/ itsetunto
**miserable** /mɪzərəbl/ onneton, epätoivoinen, surkea, kurja
**continue** /kən'tɪnjuː/ jatkaa
**argue** /ɑːgjuː/ riidellä, väitellä, kinastella
**module** /mɒdʒuːl/ moduuli, yksikkö
**relationship** /rɪ'leɪʃənʃɪp/ ihmissuhde
**compulsory** /kəm'pʌlsəri/

---

**long-term** /ˌlɒŋ'tɜːm/ pitkäaikainen, pitkäjänteinen
**entirely** /ɪn'taɪəli/ kokonaan, täysin
**proper** /prɒpə/ kunnollinen, asiallinen, kunnon, sopiva, sovelias
**rear** /rɪə/ kasvattaa, nostaa; takaosa
**gargantuan** /gɑː'gæntʃuən/ suunnaton, valtava, jättiläismäinen
**properly** /prɒpəli/

---

**1C** **After reading the people's comments at the high school reunion, summarise their ideas about the following things in your notebook.**

- study methods
- focus on correct answers
- scholarships
- IT-specialists, engineers, lawyers, plumbers
- business
- solving apparently unsolvable problems
- moral choices
- investing money
- self-esteem
- practicing music
- relationships
- parenting

**1D** **The people at the high school reunion listed things they would have liked to learn at school. Discuss the following questions with your partner.**

1 What do you wish you had learnt at school by now?
2 What do you think should be taught at upper secondary school that is not part of the curriculum right now?
3 What kinds of knowledge and skills do you think you will need in the future?
4 How closely do you think school studies should be linked to the world of work?
5 How would you like education to develop in the future?

## Phrase hunt

**1E** **Find the following expressions in the text.**

1 tyytyväinen johonkin _____

2 ei erityisessä tärkeysjärjestyksessä

_____

3 Meille olisi pitänyt opettaa _____

4 Keskittymisen sijaan _____

5 hakea jotakin _____

6 perustaa ja johtaa omaa yritystäni

_____

7 ihmiset voittavat tietokoneet _____

8 rahankäytön kurssi _____

9 jätetty täysin sattuman varaan _____

10 valmistautunut tähän _____

**1F** **Replace the underlined parts with phrases and expressions from exercise 1E. The phrases may need to change a little.**

Axel Rey was **1** satisfied with the curriculum, the teachers and the school in general. He chose the subjects he studied **2** quite randomly though, since he didn't really care what he had to study. **3** Rather than concentrating on academic subjects, Axel wanted to work on engines. He loved cars, engines, and anything to do with oil, grease and speed. He struggled with accountancy, which he needed if he was ever going **4** to begin working for himself. But when it came to technical subjects, he **5** did better than all his classmates put together. By the time he turned 15, Axel was taking care of all the teachers' cars. "Working on these cars helps me to **6** get ready for the future," he said. Today, Axel is a wealthy man, driving a Lamborghini. But he still services his accountancy teacher's car for free. "She taught me how to run a business, and how to balance my books. She helped me, now I help her," he said.

## 1G Choose the correct preposition. All the prepositions appear in text 1.

### Who was she?

At school, she was relatively popular, but as far as her schoolwork was concerned, her teachers were not pleased **1** **at** / **with** / **to** her. "She is not exactly enthusiastic **2** **about** / **–** / **over** doing her homework," one teacher observed, "and we are disappointed **3** **of** / **–** / **with** her low grades." She dropped out of school after failing almost all her exams at the age of 16, and attended an expensive finishing school in Switzerland for a while. She was good **4** **at** / **for** / **of** singing and interested **5** **of** / **–** / **in** dancing. She wanted to become a ballerina, but instead she started working as a part-time assistant at a nursery school. Even though she had no formal training or qualifications, her colleagues were amazed **6** **at** /**–** / **of** how good she was with children, and she was proud **7** **in** / **of** / **about** her job. One day she met a prince, and her days of working for a salary were over. She got married **8** **to** / **–** / **with** him when she was just 19 years old. She soon became known **9** **as** / **for** / **to** her beautiful clothes and her philanthropic work. Unfortunately, she did not live happily ever after. She was not prepared **10** **to** / **–** / **for** the demands of a life in the public eye. Despite appearances, being a princess is obviously no picnic.

Kensington Palace, London.

## 1H Text 1 includes several idiomatic expressions. Here are some examples. Match the idiom with the explanation.

| | | | |
|---|---|---|---|
| 1 | play the hand you are dealt _____ | A | to accept a certain loss |
| 2 | hit-and-miss _____ | B | put money aside in case it's needed |
| 3 | kiss something goodbye _____ | C | a place where something develops easily |
| 4 | the nitty-gritty _____ | D | unpredictable |
| 5 | a hotbed of something _____ | E | work with what you have |
| 6 | save for a rainy day _____ | F | the essential details |

**Replace the underlined part of the sentences below with the appropriate idiom above. You might need to change some of the sentences. Then translate the sentences into Finnish.**

1. Since my school did not offer a course on entrepreneurship, I had to learn the basics of starting and running my own business on the job.
2. A modern school, with its concentration of young minds, should be an environment that favours creativity.
3. If you win the lottery, don't spend it all at once, but save some money for a time when it might be needed unexpectedly.
4. At first, running my own business was an erratic affair – I never knew if I'd have enough money to pay the rent.
5. I know you feel dissatisfied with your life at the moment, but we all have to do the best we can with what we've got.
6. Unfortunately, my team lost the game and we had to forget about our chances of winning the cup.

## 1I Translate the sentences into English.

1. Olen aina ollut melko tyytyväinen opiskelutapoihini.
2. Sen sijaan että olisin keskittynyt sääntöihin, halusin kehittää luovuuttani.
3. Mihin aiot hakea lukion jälkeen?
4. Olisipa meillä kurssi rahankäytöstä!
5. Miten koulu valmentaa meitä tulevaisuutta varten?

**1J** In pairs, decide which one of you is A and B. Cover the other half. Take turns translating the sentences into English.

| | A | B |
|---|---|---|
| 1 | Voisinpa perustaa oman yrityksen! | **I wish I could start (up) my own business!** |
| 2 | **Do you know anything about managing money?** | Tiedätkö mitään raha-asioiden hoidosta? |
| 3 | Tiedän jotain rahan sijoittamisesta, mutta olen myös tehnyt virheitä. | **I know a little/something about investing money, but I've made plenty of mistakes too.** |
| 4 | **We offer a course on accountancy/ accounting. Would you like to apply?** | Tarjoamme kirjanpitokurssin. Haluaisitko hakea (sille)? |
| 5 | En tiedä, valmistaako se minua unelmani toteuttamiseen. | **I don't know if it prepares me for my dream.** |
| 6 | **The importance of creativity can't be overstated/emphasized enough.** | Luovuuden merkitystä ei voi korostaa liikaa. |

### a limerick about a student

There once was a student named Bessor
Whose knowledge grew lesser and lesser.
It at last was so small
He knew nothing at all
And today he's a college professor.

**Our amazing brain**
The human brain is amazing. It works 24/7 from the moment we are born and it only stops when we take tests.

**1K** **A panel of experts have made the following suggestions regarding a new upper secondary school curriculum. In pairs or in small groups, discuss what you think about these suggestions.**

**Possible questions:**

- Why do you think the experts are suggesting some of these changes?
- Give reasons why you agree or disagree with the experts' proposals.

1 All students are to attend drama classes, since participating in drama helps students learn to express themselves in different ways.
2 Reading periods are to be introduced on a weekly basis. During the reading hours, students will concentrate on reading for pleasure only.
3 Business studies are to be made compulsory for everybody.
4 All students should do a minimum of two weeks voluntary work during every school year.
5 The number of music lessons is to be increased. Every student has to learn how to play at least one instrument.
6 Visiting museums at least once a term will be compulsory for all students.
7 Peer mentors are to be introduced in all schools. They are to assist their peers with homework and with organising school events.
8 An annual minimum of 14 days working practice will be a compulsory part of the curriculum.

Add two suggestions of your own.

**peer mentor** tukioppilas, tuutori

**1L** Listen to the following radio programme where a reporter in Edinburgh discovers what people think about school. While listening, write down the main point each speaker makes.

**What are schools for?**

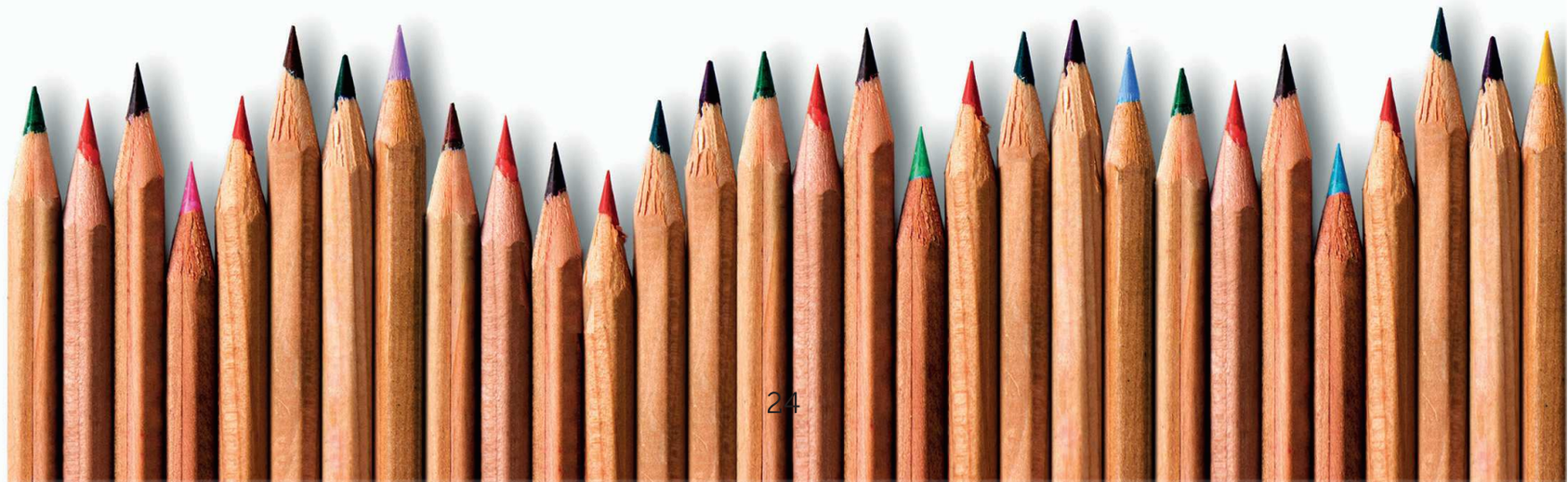
1 Liam — jobs for teachers
2 Kaj _____
3 Brody _____
4 Louise _____
5 Mother _____
6 Father _____
7 Student counsellor _____
8 Academic _____

**1M** Choose task A, B or C. Write about 150–250 words.

A My first day at school.
Write about your very first school day, or about your first day in upper secondary school. Did it meet your expectations? In what ways? What were your feelings and thoughts?

B Choose one or two of the proposals in exercise 1L and write a speech where you give reasons why this/these proposal(s) should be accepted. Your audience is the local Board of Education (koulutuslautakunta).

C Something is happening at your school that really disturbs you. Write a letter to the editor of a local newspaper or magazine (either online or traditional) where you explain what the problem is, and what you think should be done about it.



## Topic 2

# Procrastination

### Someday is not a day of the week.

*(Janet Dailey, American author)*

And remember, the deadline for your essay is Thursday.

Really? And what mood is that?

But Ms Barnes, I can't turn on creativity like a faucet. I have to be in the right mood to write.

Last minute panic.

**pro·cras·ti·nate**, verb
/prəu'kræstɪneɪt/

You keep delaying something you should do because you do not want to do it.

**2A** Do you often ask yourself: "Why do something today if I can put it off until tomorrow?" Or do you stick to your deadlines?

Look at the following statements and think of how they apply to you. Try to put yourself on a scale of 1–5 where 1 is not like you at all and 5 is very much like you. Circle the number and add up your score.
Talk about your results with your partner.

## Are you a procrastinator?

| | | |
|---|---|---|
| 1 | I seldom prepare for school the night before (e.g. check that all homework is done, pack my school bag, choose which clothes to wear). | 1 2 3 4 5 |
| 2 | I often find myself doing tasks that I was supposed to do many days before. | 1 2 3 4 5 |
| 3 | I hardly ever answer messages or emails on the same day that I get them. | 1 2 3 4 5 |
| 4 | If I have a difficult task to do, I wait until I feel more inspired. | 1 2 3 4 5 |
| 5 | I keep putting off tasks for days, even when the only thing I need to do is to sit down and actually do them. | 1 2 3 4 5 |
| 6 | Last minute panic is the only way to make me finish tasks on time. | 1 2 3 4 5 |
| 7 | I often miss deadlines, especially if somebody else sets the deadline. | 1 2 3 4 5 |
| 8 | Once I have all the necessary information, I seldom make a decision right away. I find it is better to sleep on something first. | 1 2 3 4 5 |
| 9 | I think to-do lists are a complete waste of time. I never use them. | 1 2 3 4 5 |
| 10 | When I have a deadline approaching, I often waste time by doing other things, such as watching video clips or clearing my desk. | 1 2 3 4 5 |
| 11 | I never finish a task sooner than necessary. What's the rush? | 1 2 3 4 5 |

**seldom** harvoin < > **often** usein

total: _____

### What your score means

**22 or under** Outstanding! You are the opposite of a procrastinator, a proactive person. You start a task when it is given and stick with it until it is finished. You are used to taking action right away and working towards your goals in an organised way. Keep up the good work!

**23–40** Good news. You are only a moderate procrastinator. You tend to put off starting tasks but not too often. You should analyse the reasons why you postpone doing tasks and actively take steps to avoid this habit. You can do it!

**40 or more** Oh no! You are a true procrastinator. You miss deadlines, waste a lot of time, and feel permanently guilty. You always find a good reason not to start a task and keep putting it off as long as possible. You think only last minute panic works for you. You should quit your bad habit today. But since you are such a procrastinator, you will probably put it off until tomorrow. Don't.

**outstanding** erinomainen, huomattava, merkittävä
**proactive** ennakoiva, proaktiivinen
**moderate** maltillinen, kohtuullinen, kohtalainen; tasoittaa, lievittää, sovitella
**put off** lykätä, siirtää, saada tuntemaan vastenmielisyyttä
**postpone** lykätä, siirtää

## Personal dictionary

**2B** **Read text 2. Find the words below in the text and underline them.**

- First, guess the meaning of the words, then look them up in the vocabulary app if necessary and write them down on p. 31–32.
- Choose 3–5 extra words or phrases and mark them, too.
- Try making sentences with some of the words.

1 distraction
2 consequence
3 instinctively
4 notoriously
5 prone to
6 curb
7 tendency
8 bearable

## Topic 2 Key text

# Why we procrastinate

**If procrastination is the thief of time, as the old saying goes, then why do so many of us do it? Faced with a challenging or unpleasant task, human beings are astonishingly creative at finding other things to do. Desks suddenly require organizing, paperclips have to be unlinked, pot plants need to be watered or have their dead leaves removed.**

It doesn't help that for many of us, our main work tool – the computer – is also an essential part of our leisure. The joys of instant messaging, social media, music, video-clips, games, news, email and other distractions are only a few mouse clicks away. Dr Piers Steel, from the University of Calgary, has specialised in the study of procrastination, describes this situation with a striking image: "Imagine trying to diet with a magic floating spoon of ice cream following you around."

### Suffering the consequences

Unfortunately there are real consequences to procrastination: deadlines are missed, work is done sloppily, people are inconvenienced, exam grades suffer. Worse still, research conducted by Professor Joseph Ferrari of DePaul University, Chicago reveals that procrastinators are less wealthy, less healthy and less happy than those who don't delay. In short, putting off until tomorrow what we should do today does not simply harm others, it also has a negative impact on our own well-being.

## The primitive brain

So why do we do it? The problem is that given a choice between a feeling of pleasure now or later, human beings instinctively prefer the first. It is a basic survival response: we value today more than tomorrow. This means that the pleasure that comes from clicking on a funny video-clip is more tempting than the deeper satisfaction that comes with finally finishing an English essay. Similarly, for many people smoking a cigarette when the craving strikes is more tempting than better health in ten years' time. Human beings are notoriously bad at worrying about long-term consequences. The same is true on a global level. We have known about anthropogenic climate change since the 1970s, but are still talking about how to tackle the problem.

## The curse of students everywhere

Professor Steel believes that students are especially prone to wasting time: "Young people are more impulsive. In your early 20s you're still developing your pre-frontal cortex, home of willpower." Furthermore, at college, where even the library is filled with friends and boasts a quality wifi connection, a "short break" can easily turn into an hour wasted.

## Excuses, excuses

There are many little stories we tell ourselves to avoid settling down to work. We want to do the task well, we say, so it's best not to start it when we are tired. Or we convince ourselves that we do our best work under pressure, so the task can wait. Sometimes we claim we need more information before we can begin, or a better explanation about what exactly we are supposed to be doing. And then there is always the I'll-do-it-as-soon-as trick: I'll do it as soon as I have tidied my room / taken the dog out / installed these updates / deleted those texts. The variations are endless.

## Help is at hand

Is that it, then? Are we all doomed to pulling all-nighters powered by nothing but blind panic and energy drinks? Not in the opinion of the social psychologists who have specialised in this area. They offer a wide range of strategies to curb our tendency to procrastinate.

→

The main recommendation is to break the task down into small chunks. Joseph Ferrari talks about work as a forest: "Don't worry about the whole forest," he tells his students. "Cut down one tree. If you can't do a whole tree – give me three branches. If you can't cut three branches, I'll take a handful of leaves – start!" J.R.R. Tolkien, another university professor, understood this problem well. It took him 16 years to complete *The Lord of the Rings* which may explain his character Samwise Gamgee's words: "It's the job that's never started that takes longest to finish."

## Lead us not into temptation

It also makes sense to get rid of temptations. Use internet blocking apps on your computer, remove all games, turn off automatic email alerts, lock your door, and leave your phone in another room.

You should also establish a system of rewards. Once you've achieved a part of the task or completed a 30-minute work session, give yourself a break and do something enjoyable. Have a cup of coffee, play a game, check your phone, call a friend, take a nap, step outside for a breath of fresh air. In this way painful projects can become more pleasurable, or at least bearable.

Lastly, it is important to remember that not every task you accomplish has to be a masterpiece. It is more important that every project gets finished, not that every project is perfect.

**procrastinate** /prə'kræstɪneɪt/ viivytellä, vitkastella, lykätä
**challenging** /tʃælɪndʒɪŋ/ haastava, vaativa
**unpleasant** /ʌn'pleznt/ epämiellyttävä, ikävä
**task** /tɑːsk/ tehtävä, työ
**astonishingly** /ə'stɒnɪʃɪŋli/ hämmästyttävän
**require** /rɪ'kwaɪə/ vaatia, edellyttää
**paperclip** /peɪpəklɪp/ paperiliitin
**unlink** /ʌn'lɪŋk/ erottaa toisistaan, kytkeä irti
**pot plant** /pɒt plɑːnt, plænt/ ruukkukasvi
**remove** /rɪ'muːv/ poistaa, siirtää
**essential** /ɪ'senʃl/ oleellinen, keskeinen, välttämätön
**instant messaging** /ɪnstənt mesɪdʒɪŋ/ pikaviestintä
**distraction** /dɪ'strækʃn/

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**specialise in** /speʃəlaɪz ɪn/ erikoistua
**striking** /straɪkɪŋ/ huomiota herättävä, silmiinpistävä, hätkähdyttävä
**floating** /fləutɪŋ/ kelluva, ajelehtiva, liikkuva; kelluminen
**consequence** /kɒnsɪkwəns/

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**sloppily** /slɒpɪli/ huolimattomasti
**inconvenience** /ˌɪnkən'viːnɪəns/ vaivata, tuottaa vaivaa tai hankaluutta; epämukavuus, hankaluus
**worse still** /wɜːs stɪl/ mikä vielä pahempaa, vielä pahempi asia, vielä huonompi
**conduct** /kɔndʌkt/ suorittaa, tehdä, johtaa; menettelytapa, käytös
**reveal** /rɪ'viːl/ paljastaa
**delay** /dɪ'leɪ/ viivytellä, hidastella, viivyttää; viivytys, viivästyminen
**in short** /ɪn ʃɔːt/ lyhyesti sanottuna
***put off** /put ɒf/ lykätä, siirtää, saada tuntemaan vastenmielisyyttä
**impact** /ɪmpækt/ vaikutus, törmäys; vaikuttaa, törmätä johonkin, osua
**instinctively** /ɪn'stɪŋktɪvli/

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**prefer** /prɪ'fɜː/ pitää parempana, suosia
**response** /rɪ'spɒns/ vastaus
**pleasure** /pleʒə/ mielihyvä, nautinto
**tempting** /temptɪŋ/ houkutteleva
**satisfaction** /ˌsætɪs'fækʃn/ tyydytys, tyytyväisyys
**similarly** /sɪmɪləli/ vastaavasti, samoin, samalla tavalla
**craving** /kreɪvɪŋ/ kaipaus, halu, himo
**notoriously** /nə'tɔːrɪəsli/

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**anthropogenic** /ˌænθrəpə'dʒenɪk/ ihmisen toiminnan aiheuttama
**climate change** /klaɪmɪt tʃeɪndʒ/ ilmastonmuutos
**tackle a problem** /tækl ə prɒbləm/ ratkaista ongelma
**prone to** /prəun tu/

---

**impulsive** /ɪm'pʌlsɪv/ impulsiivinen, hetken mielijohteesta toimiva
**pre-frontal cortex** /ˌpriː'frʌntl kɔːteks/ otsalohkon etuosa
**willpower** /wɪlpauə/ tahdonvoima
**furthermore** /fɜːðəmɔː/ lisäksi
**boast** /bəust/ ylpeillä, olla ylpeä jostakin, kerskua; kerskailu, ylpeily
**quality** /kwɒlɪti/ korkealaatuinen, laadukas; laatu, ominaispiirre
**settle down** /setl daun/ asettua, asettua aloilleen, rauhoittua, keskittyä
**convince** /kən'vɪns/ vakuuttaa
**under pressure** /ʌndə preʃə/ paineen alla
***be supposed to** /biː sə'pəust tu/ olla tarkoituksena, pitäisi
**tidy** /taɪdi/ siistiä; siisti
**install** /ɪn'stɔːl/ asentaa
**delete** /dɪ'liːt/ poistaa, pyyhkiä pois, tuhota
**variation** /ˌveərɪ'eɪʃn/ muunnos, muunnelma, vaihtelu
***be doomed to** /biː duːmd tu/ olla tuomittu johonkin
**pull an all-nighter** /pul ən ˌɔːl'naɪtə/ opiskella koko yö
**a range of** /ə reɪndʒ əv/ valikoima, joukko
**curb** /kɜːb/

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**tendency** /tendənsi/

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→

**recommendation** /ˌrekəmen'deɪʃn/ suositus
**chunk** /tʃʌŋk/ pala, kimpale, möhkäle
**branch** /brɑːntʃ, bræntʃ/ oksa, haara, ala, osasto; haarautua, jakaantua
**temptation** /temp'teɪʃn/ kiusaus, houkutus, viettely
***get rid of** /get rɪd əv/ hankkiutua eroon, päästä eroon
**blocking app** /blɒkɪŋ æp/ esto-ohjelma
**turn off** /tɜːn ɒf/ sammuttaa, laittaa pois päältä
**alert** /ə'lɜːt/ hälytys; hälyttää
**reward** /rɪ'wɔːd/ palkkio, palkinto; palkita
**achieve** /ə'tʃiːv/ saada aikaan, saavuttaa, suorittaa loppuun
**breath** /breθ/ tuulahdus, henkäys, hengitys
**pleasurable** /pleʒərəbl/ miellyttävä, viihtyisä
**bearable** /beərəbl/

**accomplish** /ə'kɒmplɪʃ/ saattaa päätökseen, suorittaa, saavuttaa
**masterpiece** /mɑːstəpiːs/ mestariteos

## 2C Correct the following statements so that they are in keeping with the text.

### Why we procrastinate

1 The computer, our main work tool, helps us finish unpleasant tasks.

### Suffering the consequences

2 If you procrastinate, you might miss deadlines, but you will complete your tasks more carefully and receive better grades.

3 Putting off tasks until tomorrow harms others, not ourselves.

### The primitive brain

4 We receive deep satisfaction from watching funny video clips instead of writing a school essay.

### The curse of students everywhere

5 Young people are more likely to procrastinate because they are lazy and lack willpower.

### Excuses, excuses

6 We tend to avoid settling down to work because we are not sure what we are supposed to do.

**2D** How to avoid procrastination? Read the last two sections of text 2, "Help is at hand" and "Lead us not into temptation". Write down at least four pieces of advice about how to tackle the problem of procrastination. Use your own words. Add a suggestion or two of your own.

| | | |
|---|---|---|
| 1 | 2 | 3 |
| 4 | 5 | 6 |

## Phrase hunt

**2E** Find the following expressions in the text.

1 ovat ... luovia löytämään muuta tekemistä _____

2 vain muutaman hiiren näpäytyksen päässä _____

3 on erikoistunut _____

4 Joseph Ferrarin tekemä tutkimus _____

5 kielteinen vaikutus omaan hyvinvointiimme _____

6 pitävät ensimmäistä parempana _____

7 Samalla tavalla _____

8 Lisäksi _____

9 He tarjoavat laajan valikoiman keinoja _____

10 poistaa houkutukset _____

**2F** **Fill in the gaps with the help of the Finnish clues. All the expressions are from exercise 2E.**

A study which **1** _____ (tehtiin) by researchers at the University of Plymouth has found that doodling – absent-mindedly drawing in class or lectures – has a positive **2** _____ (vaikutus johonkin) students' learning. Professor Jackie Andrade, who **3** _____ (erikoistuu) in cognitive psychology, argues that doodling is just one of **4** _____ (laaja valikoima keinoja) we use to absorb information – especially when the information is being delivered in a boring way. Doodling, she says, helps make a dull situation more bearable.

**5** _____ (lisäksi), doodlers remember more information than students who only take notes. The reason? Doodling prevents students from daydreaming – a process that takes their thoughts far away from the subject being presented. "Surely all teachers **6** _____ (pitäisivät parempana) a doodler to a daydreamer," she says. "Daydreamers are simply ignoring the topic, or putting off learning it until another day. Not a productive use of time. Luckily, the human brain **7** _____ (on luova jossakin) finding different ways to absorb information – and doodling is one of them."

Teachers are always trying **8** _____ (poistaa houkutukset) that might distract students from their studies – they take away their phones, they tell them to stop talking – but stopping students doodling would be a mistake. Teachers teach in different ways. **9** _____ (samalla tavalla), students learn in different ways.

Will pen and paper giving way to mouse and keyboard mean the end of doodling? Unlikely. A whole range of doodling apps is **10** _____ _____. (vain muutaman hiiren näpäytyksen päässä)

## 2G Fill in the gaps using appropriate verbs in the right form. All of them appear in text 2. You can use each verb only once.

accomplish conduct get rid of curb install offer prefer put off tackle tidy

1 We were asked to _____ a survey on procrastination.
2 I was supposed to turn in the essay a week ago but I just keep _____ the assignment.
3 I would have _____ discussing this poem rather than writing an analysis of it.
4 Have you _____ the updates on your computer?
5 You really should have _____ your room yesterday. It is such a mess!
6 The school psychologist _____ advice on how to improve study methods.
7 Many studies suggest that education _____ crime.
8 First, _____ all temptations by turning off your phone and email alerts.
9 I can give you advice on how to _____ the task effectively.
10 We cannot _____ the global problem of climate change alone.

**2H** Choose the correct preposition. All prepositions are from text 2.

## How to procrastinate

Faced **1 with / to** a deadline for an assignment, do you have a tendency **2 to / for** finish the said assignment on time? Do you carefully plan your work? Are you relaxed and prepared for all your lessons? **3 In / For** short, are you bad **4 at / with** the art of procrastination?

Fear not. Help is **5 in / at** hand. Our team of experts, all **6 after / in** their early twenties, have had years of experience in the field. We specialize **7 at / in** putting off until tomorrow what can be done today.

### Here are our three top tips:

1. Get rid **8 – / of** all diaries and timetables. If you don't know when you're supposed **9 of / to** hand something in, you will automatically procrastinate.

2. Get a tablet or a pc that is prone **10 to / for** breaking down. If you are unable to use your device, it will have an immediate impact **11 – / on** your ability to meet deadlines.

3. Turn **12 after / into** a semi-professional gamer. You will be **13 in / under** such pressure to improve your game that you will soon become very creative **14 with / at** coming up with reasons why you couldn't finish your work on time.

**21** **Here are some things students have said about exams. Do you agree or disagree with them? Talk with your partner(s). Give reasons for your opinions and ask for your partner's opinion. Before starting, look at the *How to* box below.**

1 I like exams because I can relax during the course. OK, there are some long nights during exam week, but then I'm through to the next course. Easy!
2 I like multiple choice exam papers more than essay papers – it's less work.
3 A mark and a comment isn't good enough. After an exam the teacher should sit down with us, one to one, and go through the exam paper.
4 Making students grade other students' exam papers is a good way of teaching them what they need to know.
5 I hate exams where there is group work. I end up doing most of the work, while some people are just free riders.
6 I prefer digital tests to traditional paper ones because it's quicker to write on a computer.
7 I forget everything I've learned shortly after the exam is over.
8 Too many exams test our memory and not our understanding of the subject.
9 If you get flu or have a bad night's sleep before your matriculation exam, it's a nightmare. You can end up wasting months of study. Your exam grade should be based on the work you do in class.
10 If we don't have exams, how do teachers know we've learned stuff?

**Students taking tests:** During a test, people look up for inspiration, down in desperation, and left and right for information.

HOW TO

## How to ask for someone's opinion

You already know how to give your opinion, but asking for someone's opinion is an important social skill, too. Here are some expressions you can use.

What about...?
How do you feel about...?
What do you think of/about...?
Do you (also) think that...?
What do you reckon?
What's your opinion of...?
But, what if...?
In your honest opinion...
Am I right in thinking that...?
Do you have any views on...?

## 2J Role plays. The following role plays involve giving advice.

- In pairs, decide which one of you plays which role.
- Start the role plays using the opening line. Can you keep the conversation going for a full two minutes?
- After two minutes, stop the role play and move on to the next one.

### Giving advice

#### At school

Student: You don't have enough courses because you've been spending a lot of time at football training.

Study counsellor: Try to help this student to complete his/her studies and graduate.

Opening line

Student counsellor: I've been thinking about your graduation.

#### At home

Parent: It is exam week and your teenage son/daughter is supposed to be revising. But every time you go into their room they are playing computer games. The last exam week didn't go well, and you're worried about this one. Try to help them the best you can.

Son or daughter: You're really stressed about the exams. Playing computer games helps take your mind off the upcoming exams. So does texting friends, watching video clips and playing the ukulele.

Opening line

Parent: So, how's the revision going?

#### Exams

Big sister or brother: Your younger sibling has started middle school and does not seem to know how to study for exams. Give them some advice.

Younger sibling: You have just started middle school and you have many exams coming up. You do not know how to study for these exams and feel like giving up.

Opening line

Younger sibling: I hate school and exams!

#### Project work

Friend 1: You are supposed to be working on a school project with your friend. The deadline is approaching but your friend prefers watching funny video clips to working on the project. You care about your grade and want to do well. Try to make your friend work harder.

Friend 2: You are supposed to be working on a project with your friend. You dislike the school subject and do not care about your grade. You would rather watch funny video clips than work on the project. You think your friend should relax a bit.

Opening line

Friend 2: Come and have a look at this hilarious video!

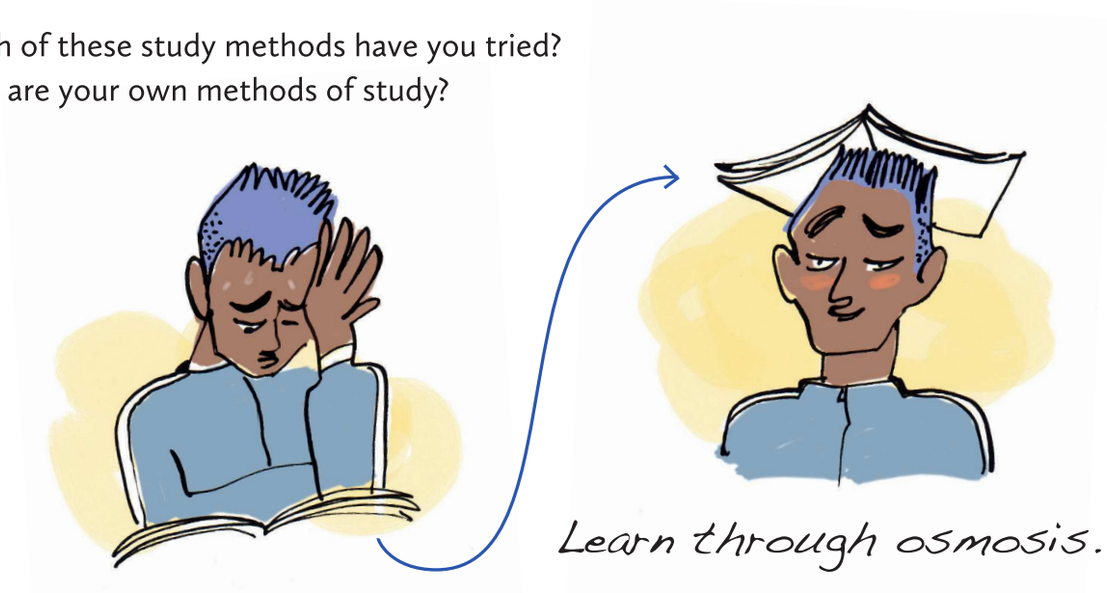
STUDY TIP

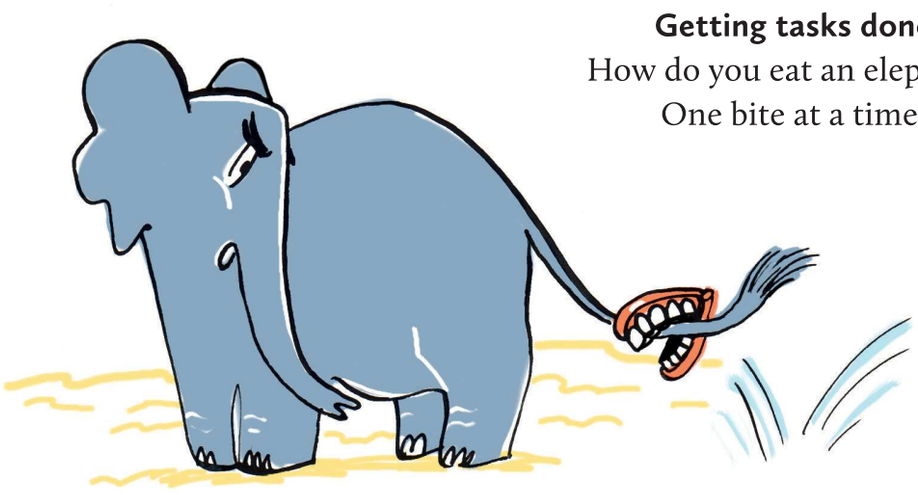
## Efficient studying

1. Before you start reading any text, familiarise yourself with the topic by glancing over the headings and subheadings, illustrations, charts, diagrams etc. By forming a general idea of the text first, studying the text will be easier and more effective.
2. Instead of just trying to learn random facts, try to connect the information to your own life. Come up with your own examples. Think of concrete ways to apply the information you have read.
3. Believe in your own abilities and challenge yourself. Studies have shown that the more self-confidence you have about completing tasks and achieving goals, the more likely you are to succeed. In psychology this is called self-efficacy (minäpystyvyys).
4. Play with the information in as many ways as possible. Make notes, write down key points, create mind maps, draw pictures. While you are busy with these things, your brain will be processing the information and you will remember the information better.
5. Study with someone else. If you can explain a concept to another person and answer any follow-up questions they have, then you'll know you've understood it. Studying with a group of friends will help you succeed in tasks you maybe wouldn't manage on your own.

**2K** Discuss with your partner.

- Which of these study methods have you tried?
- What are your own methods of study?





**Getting tasks done**

How do you eat an elephant?
One bite at a time.

**2L** **Listen to an extract from a radio show. The speaker is in the middle of a short talk about procrastination. Answer the questions in Finnish.**

1 Mitä puhuja kertoo asioiden lykkääjistä koulussa ja työelämässä?
Mainitse vähintään kaksi asiaa.
2 Mitä asioiden lykkääjien kaksi eri tyyppiä eroavat toisistaan?
3 Mitä Julia Ormond teki ja miksi?
4 Mitä mies kertoo vaimostaan?

**2M** **Choose either task A, B or C. Write about 150–250 words. See the online *How to write* section for help.**

A "A stitch in time saves nine"
This is an old English proverb. Discuss its meaning. Do you agree?
Give examples from your own experience to support your opinions.
OR
Write a story using this proverb as your title.

B How to manage your time
Effective time management can help people with their studies and their work life.
How good are you at managing time? Give a few ideas on how to improve this skill.

C Motivational speech to a class
A school has asked you to come and talk to the students about accomplishing tasks on time. Write a motivational speech aimed at high school students.

## Topic 3

# Register

Slang is a language that rolls up its sleeves,
spits on its hands and goes to work.
*(Carl Sandburg, American writer)*

**The way we speak or write, using informal slang or a more standard, formal type of language, is called register. Using the correct register is an important part of learning to use English fluently. Register depends on the situation and the person you are dealing with.**

### Characteristics of formal language

- words spelled out, no contractions (*it is, there would have been*)
- advanced vocabulary
- longer sentences (*I am looking forward to seeing you.*)
- a variety of linking words (*therefore, meanwhile, since*)
- passive voice (*e.g. Interviews were conducted...*)
- a variety of punctuation (*e.g. colons, semicolons*)
- very different from ordinary spoken language

### Characteristics of informal language

- basic punctuation, such as commas and full stops
- the use of personal pronouns (*I, you*)
- exclamation marks (*!*)
- short sentences (*See you there!*)
- incomplete sentences (*Had a great time!*)
- short everyday words and constructions (*big, bad, nice...*)
- close to spoken language (*gotta, wanna*)
- contractions (*we've*)
- uses slang, trendy words, emoticons and missing punctuation

**3A** **Listen to the opening remarks of three speakers. The topic in all of them is the same but the register differs.**

| **The new academic year** | Speech 1 | Speech 2 | Speech 3 |
|---|---|---|---|
| Who is talking? | | | |
| Who is the audience? | | | |
| What register is used? | | | |

INFO BOX

## Number of words

You need a wider range and a more complicated vocabulary for formal, written English than you need for informal, spoken English. But exactly how many words of English do you need to know in order to use the language fluently?

Unfortunately, it is impossible to say exactly how many, and sources vary. The following figures are approximate estimations.

250 words = The essential core – without these words you cannot communicate.
750 words = Used every day by every person who speaks the language.
2,500 words = Enables you to express everything you want to say, even if a little awkwardly.
5,000 words = The active vocabulary of native speakers without higher education. A four-year-old native speaker knows 5,000 words.
20,000 words = The amount of words you need to know passively in order to read and understand more complicated texts.

**3B** **Below are different text types using different registers, dealing with the same subject. Read through the examples and do the exercises.**

Ms Merja Siljander
Principal
Aalto Lukio

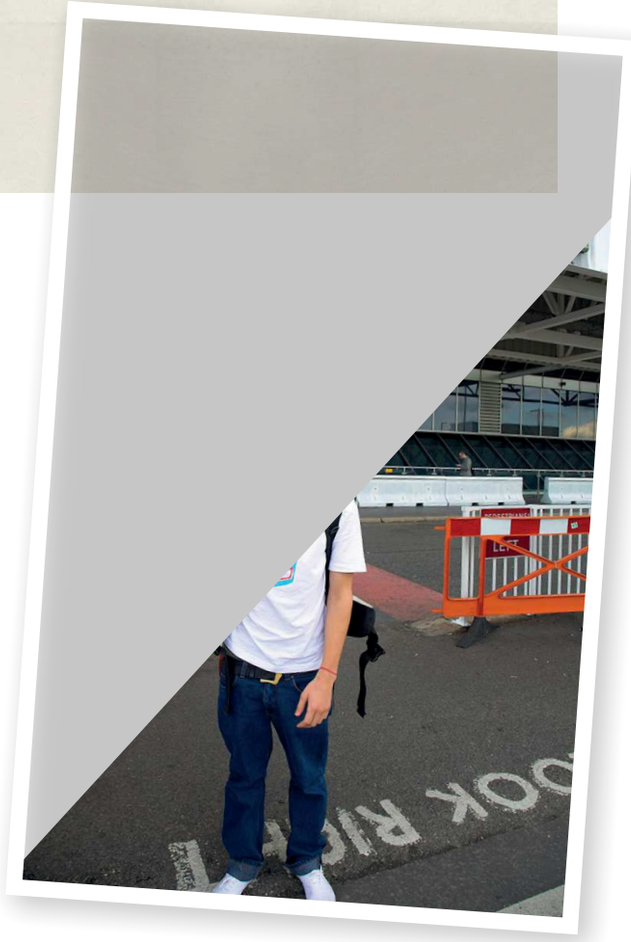
Dear Ms Siljander

I refer to our earlier correspondence regarding Teemu Lindt. His place on the Under-18 Training Camp in Sydney has now been officially confirmed by the National Swimming Institute of NSW, Australia. The camp takes place in December, which overlaps in part with the Finnish academic year. As the official trainer, I am writing to ask your permission to grant Teemu leave of absence from school 3–22 December. I attach the various documents that need to be signed and officially validated by you. I would appreciate it if you could return them to me at your earliest convenience.

Yours sincerely

Andrew Carr

(Mr) Andrew Carr



1 What register is used in the first letter? Why?

2 Read the characteristics of the different registers again. What evidence can you find in the first letter to support your opinion? Underline and explain the characteristics.

3 Imagine that Mr Carr knows Ms Siljander personally. Rewrite the letter using a different register.

→

Dear Jo
Teemu has finally heard back from Sydney, and it's official! This is a chance of a lifetime for Teemu, and we're very proud of our boy. He's been training so hard, he certainly deserves it! Everything now hinges on whether the school gives him permission to go. Nowadays they can do their homework online, can't they? So missing school shouldn't be too much of a problem for him. I'll keep you posted.

Love
Hanna

4 What register is used here? Why?
5 Read the characteristics of the two registers again. Using the information from the boxes on p. 41, what evidence can you find in the second email to support your opinion? Underline and explain the characteristics.

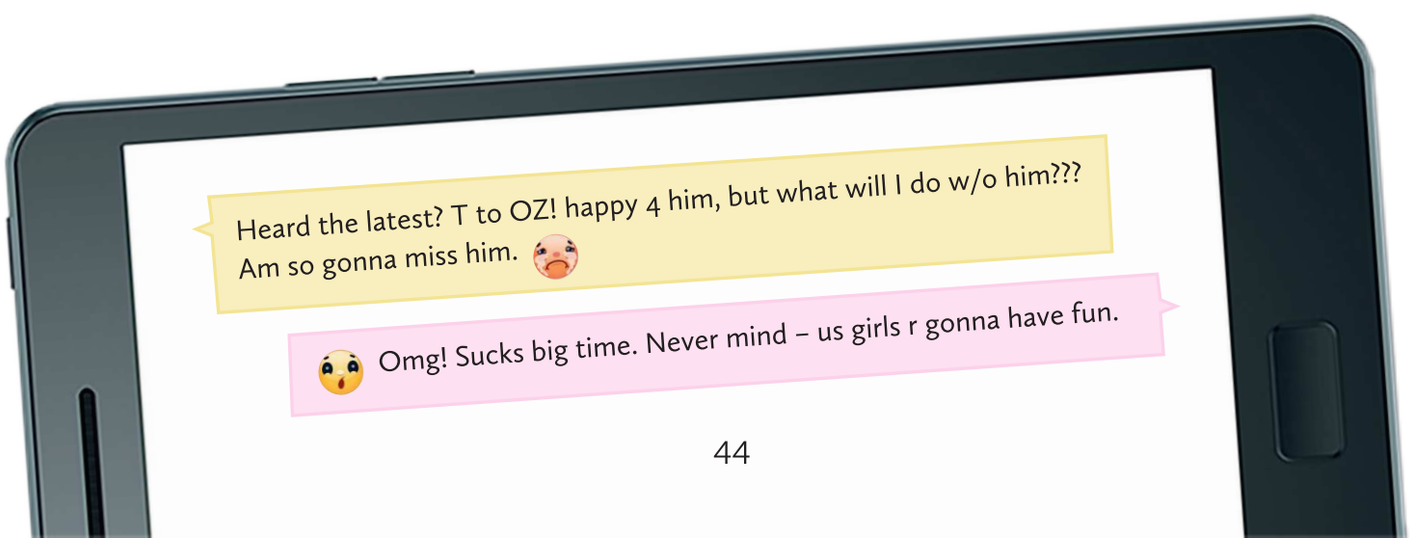
To: Peter Lindt
Subject: Re: Training camp

Hi, Dad!
I'm going, going, gone! Check out Ms Siljander's email to Coach Andrew below. She says it's OK for me to go to Sydney in December. Am very excited. But I'm a bit short of money! Do you think you can get some into my account before Friday? It's a mad rush now – gotta get the ticket down under sorted asap. Thanks, Dad!

Bye!
T

6 What register is used here? Why?
7 What evidence can you find in the text to support your opinion? Underline and explain the characteristics.

8 Rewrite the two text messages below in standard English.



**3C** **In formal texts, some everyday words change. First, match the everyday words with their more formal equivalent in the table below. Then replace the underlined words with more formal words.**

| | Everyday words | | More formal alternative |
|---|---|---|---|
| 1 | a bit _____ | A | quality |
| 2 | a lot of _____ | B | seriously/severely |
| 3 | big _____ | C | effective |
| 4 | thing _____ | D | somewhat |
| 5 | good _____ | E | considerable/major |
| 6 | badly _____ | F | many |

1 A lot of _____ students tend to procrastinate.
2 It was a big _____ improvement.
3 One personal thing _____ that all the Nobel prize winners have in common is perseverance.
4 Some herbs are a good _____ substitute for medicinal drugs.
5 She was badly _____ injured.
6 The manager was a bit _____ overwhelmed by the thousands of applicants.

**3D** **Role play. Imagine you need some extra money. How would the register vary if you asked the following people?**

**Work in pairs. Student A needs some extra money. Student B is one of characters below. Student A asks for some money, using the appropriate register. Change roles.**

- a parent
- your best friend
- a bank manager
- grandma
- an official (at Kela)
- a wealthy uncle you don't know very well

## Topic 4

# Read on

**Children have to be educated, but they have also to be left to educate themselves.**
*(Abbé Dimnet, French priest. From the Art of Thinking.)*

**4A** **Some famous people were not very good students. Fill in the gaps with the appropriate word to complete the authentic school reports of the following five famous people. There is one extra word.**

behave education living road amount slow

### Gifted people's school reports

1 Albert Einstein, physicist: "He will never _____ to anything."

2 Charles Darwin, naturalist: "A _____ learner and a lazy young man."

3 Winston Churchill, British Prime Minister: "He cannot be trusted to _____ himself anywhere."

4 John Lennon, musician: "Hopeless. Certainly on the _____ to failure."

5 Gary Lineker, footballer who holds England's record for goals in the World Cup finals: "Too interested in sport. You can't make a _____ out of football."

**Imagine you are a teacher, writing a line or two on a school report card. Describe either your classmate or yourself. You can be humorous or factual (but not insulting!).**

Gary Lineker, champion goalscorer.

## Topic 4

# Hard Times

Thomas Gradgrind is a teacher from the Charles Dickens' novel *Hard Times* (1854). In this scene he is showing another teacher how he thinks children should be taught.

"NOW, what I want is, Facts. Teach these boys and girls nothing but Facts. Facts alone are wanted in life. Plant nothing else, and root out everything else. You can only form the minds of reasoning animals upon Facts: nothing else will ever be of any service to them. This is the principle on which I bring up my own children, and this is the principle on which I bring up these children. Stick to Facts, sir!"

The scene was a plain, bare, monotonous vault of a schoolroom, and the speaker's square forefinger emphasised his observations by underscoring every sentence with a line on the schoolmaster's sleeve.

"In this life, we want nothing but Facts, sir; nothing but Facts!"

• • •

Mr Gradgrind seemed a kind of cannon loaded to the muzzle with facts, and prepared to blow his class clean out of the regions of childhood at one discharge.

"Girl number twenty," said Mr Gradgrind, pointing with his square forefinger, "I don't know that girl. Who is that girl?"

"Sissy Jupe, sir," explained number twenty, blushing, standing up, and curtseying.

"Sissy is not a name," said Mr Gradgrind. "Don't call yourself Sissy. Call yourself Cecilia."

"It's father that calls me Sissy, sir," returned the young girl in a trembling voice, and with another curtsey.

"Then he has no business to do it," said Mr Gradgrind. "Tell him he mustn't. Cecilia Jupe. Let me see. What is your father?"

"He rides horses, if you please, sir."

Mr Gradgrind frowned.

"Give me your definition of a horse."

(Sissy Jupe thrown into the greatest alarm by this demand.)

"Girl number twenty unable to define a horse!" said Mr Gradgrind, for the benefit of all the little children. "Girl number twenty possessed of no facts, in reference to one of the commonest of animals! Some boy's definition of a horse. Bitzer, yours."

The square finger, moving here and there, lighted suddenly on Bitzer, perhaps because he chanced to sit in the same ray of sunlight which, darting in at one of the bare windows of the white-washed room, irradiated Sissy.

"Bitzer," said Thomas Gradgrind. "Your definition of a horse."

"Quadruped. Graminivorous. Forty teeth, namely twenty-four grinders, four eye-teeth, and twelve incisive. Sheds coat in the spring; in marshy countries, sheds hoofs, too. Hoofs hard, but requiring to be shod with iron. Age known by marks in mouth."

"Now girl number twenty," said Mr Gradgrind. "You know what a horse is."

© *Hard Times* by Charles Dickens

INFO BOX

**Charles Dickens** (1812–70) was considered the most popular British novelist of the 19th century. Many of his books have been made into films or television series that are still popular today. His books have many funny characters, but they also describe how hard life was in Victorian England, especially for poor people and children.

**plant** /plɑːnt, plænt/ istuttaa
**root out** /ruːt aut/ kitkeä juurineen
**form** /fɔːm/ muovata, kehittää, muodostaa; lomake, luokka
**reasoning** /rɪːzənɪŋ/ järjellinen; ajatteluun kykenevä
**principle** /prɪnsɪpl/ periaate
***bring up** /brɪŋ ʌp/ kasvattaa
***stick to** /stɪk tu/ tarttua jhk, tarrautua, takertua
**scene** /siːn/ tapahtumapaikka, näyttämö, näky
**plain** /pleɪn/ yksinkertainen, paljas, tavallinen
**bare** /beə/ paljas
**monotonous** /mə'nɒtənəs/ yksitoikkoinen
**vault** /vɔːlt/ holvi, hyppy; hypätä, loikata
**forefinger** /fɔːfɪŋgə/ etusormi
**emphasise** /emfəsaɪz/ painottaa, tähdentää
**observation** /ˌɒbsə'veɪʃn/ huomautus, tarkkailu, havainnointi, huomiointi
**underscore** /ˌʌndə'skɔː/ alleviivata, korostaa
**sentence** /sentəns/ lause
**line** /laɪn/ viiva, linja, juova
**schoolmaster** /skuːlmɑːstə/ opettaja, pedagogi, koulumestari
**sleeve** /sliːv/ hiha
**cannon** /kænən/ kanuuna, tykki
**load** /ləud/ ladata, lastata, kuormittaa, rasittaa; kuorma, lasti, työmäärä
**muzzle** /mʌzl/ tykin suu
***blow, blew, blown** /bləu, bluː, bləun/ puhaltaa, räjäyttää, polttaa, niistää
**region** /riːdʒn/ alue, seutu, maailma, maaseutu, vyöhyke
**discharge** /dɪstʃɑːdʒ/ laukaus
**point** /pɔɪnt/ osoittaa, näyttää; piste, kohta, paikka, hetki
**blush** /blʌʃ/ punastua
**curtsey** /kɜːtsi/ niiata; niiaus
**return** /rɪ'tɜːn/ vastata, palata
**trembling** /tremblɪŋ/ vapiseva, tärisevä, vapina, värinä
**frown** /fraun/ rypistää otsaansa, katsoa paheksuen, paheksua
**definition** /ˌdefɪ'nɪʃn/ määritelmä, tarkkuus, terävyys
**alarm** /ə'lɑːm/ pelästys, hälytys, hälytin, herätys, sekasorto; hälyttää, pelästyttää
**demand** /dɪ'mɑːnd, dɪ'mænd/ vaatimus, pyyntö, kysyntä; vaatia
**define** /dɪ'faɪn/ määritellä
**for the benefit of** /fə ðə benɪfɪt əv/ jnk hyväksi, nautinnoksi
**possess** /pə'zes/ hallita, osata, omistaa
**in reference to** /ɪn refərens tu/ koskien jtak
**common** /kɒmən/ yleinen
**ray** /reɪ/ säde
**dart** /dɑːt/ heittää, syöksähtää
**irradiate** /ɪr'reɪdieɪt/ valaista
**quadruped** /kwɒdruped/ nelijalkainen
**graminivorous** /ˌgræmɪ'nɪvərəs/ ruohoa syövä
**grinders** /graɪndəs/ hampaat, jauhajat
**eye-tooth, eye-teeth** /aɪtuːθ, aɪtiːθ/ kulmahammas
**incisive** /ɪn'saɪsɪv/ etuhampaat
**shed** /ʃed/ lähteä (karva), pudottaa, varista; vaja
**marshy** /mɑːʃi/ rämeinen, suo-
**hoof** /huːf/ kavio
**require** /rɪ'kwaɪə/ vaatia, tarvita
**shod** /ʃɒd/ kengitetty, kengät jalassa
**iron** /aɪən/ rauta

## 4B Choose the sentence that is closest in meaning to the text. Write down the line number that supports your answer.

(lines 1–11)

1 a) Facts, and the students' own experiences, should be used in teaching.
b) Teaching at schools should only be based on proven facts.

(lines 12–15)

2 a) The classroom resembles a prison.
b) The setting is a plain but welcoming classroom.

3 a) The schoolmaster was drawing and explaining at the same time.
b) The schoolmaster was gesturing as he was explaining.

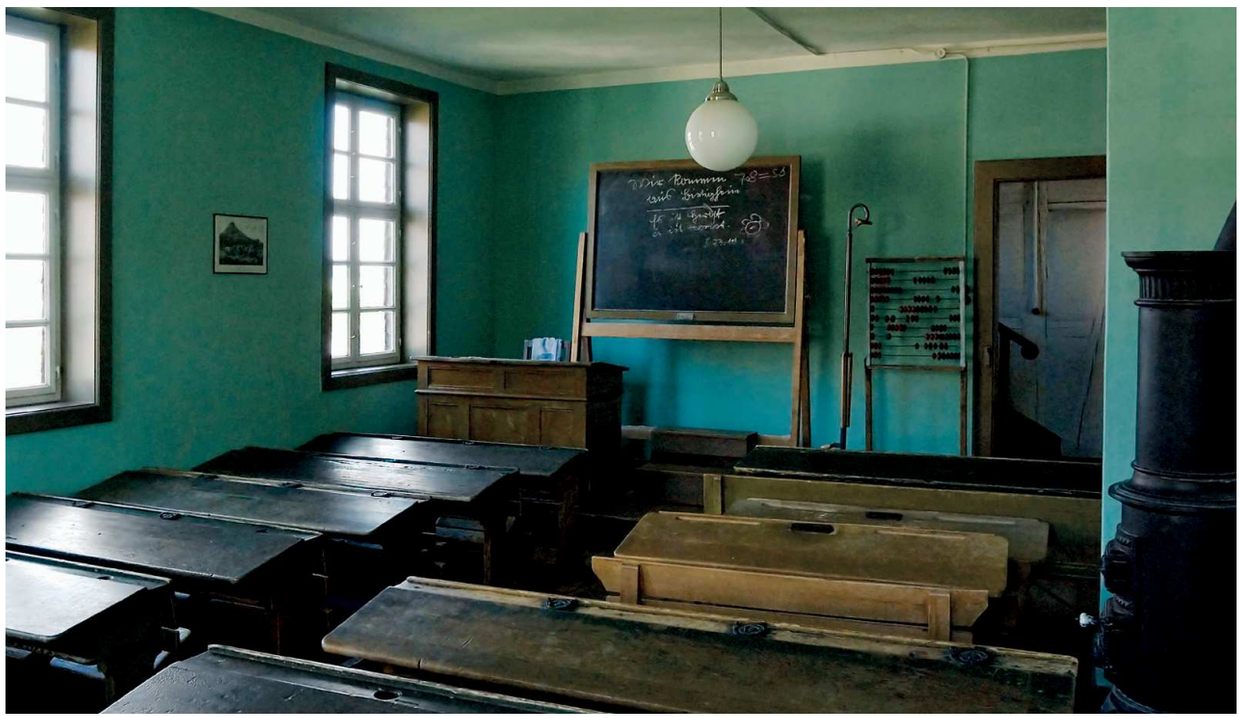
(lines 16–38)

4 a) Mr Gradgrind wanted to ensure that the pupils did not use their imagination.
b) Mr Gradgrind wanted information about Bitzer's horse.

5 a) Mr Gradgrind was quite pleased with Sissy Jupe's answers.
b) Mr Gradgrind was not very pleased with Sissy Jupe's answers.

### Answer the questions in English.

6 Why do you think Sissy is unable to answer Mr Gradgrind's question?
7 What is the overall message of the text?
8 Describe Mr Gradgrind, Sissy Jupe and Bitzer in a couple of sentences.



STUDY TIP

## Word chunks

**What is a word chunk?**

In English you often hear certain words used together.
e.g. *only a matter of time*

This fixed group of words is called a chunk. Learning these words together is called chunking.

**Why learn words in chunks?**

- It's faster. It takes time to remember each word separately, and then put them together.
- It's easier. Sometimes, if you translate each word separately it can be difficult to work out the meaning.
  e.g. *up to no good*
- It's handy. Sometimes the chunk is the right phrase for a situation.
  e.g. *How's it going?*

**How to do it.**

1 Say or write the word chunk.
e.g. *only a matter of time*

2 Say or write the sentence or key part of the sentence containing the word chunk.
e.g. *It's only a matter of time before my parents find out.*

3 Make new sentences of your own using the word chunk.
e.g. *It's only a matter of time before I become famous.*
*It's only a matter of time before Jimi hears the bad news.*
*It's only a matter of time before they make this book into a movie.*

**4C** **Complete the sentences by choosing the correct preposition from the box. There is one extra word. Then translate the expressions in bold. All the expressions are from text 4.**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| out | to | after | in | for | of | up | of |

## Portrait of a nervous student

**I have brought** 1 _____ **my children** to be fearless, bold, tough cookies. Why? Because I was such a nervous girl myself. 2 _____ **the benefit** of those lucky self-confident students, let me give you **a brief description** 3 _____ what a typical lesson is like for a nervous student.

We're in the art class. I'm ten years old. I'm worried about my cat, who threw up in the morning. The teacher says, "Joey, can you give us **a definition** 4 _____ abstract art in your own words?" My mind instantly goes blank. I look at the pink and red swirly sort of painting the teacher is holding up. 5 _____ **a trembling voice** I say, "**With reference** 6 _____ **the question** Miss, I think abstract art is something that looks like my cat's vomit." The class erupts in shocked laughter. The teacher is furious. She says she will **root** 7 _____ cheek and rudeness in her classroom if it's the last thing she does. I burst into tears, which was by no means unusual for me. I was a weepy sort of student.

## 4D In pairs, translate the following sentences into Finnish.

1 The scene was a plain, bare, monotonous vault of a schoolroom, and the speaker's square forefinger emphasised his observations by underscoring every sentence with a line on the schoolmaster's sleeve.

2 The square finger, moving here and there, lighted suddenly on Bitzer, perhaps because he chanced to sit in the same ray of sunlight which, darting in at one of the bare windows of the white-washed room, irradiated Sissy.

3 'Quadruped. Graminivorous. Forty teeth, namely twenty-four grinders, four eye-teeth, and twelve incisive. Sheds coat in the spring; in marshy countries, sheds hoofs, too. Hoofs hard, but requiring to be shod with iron. Age known by marks in mouth.'

**Did you have trouble translating some of the words? Which ones?**

## 4E The story is set in the 1800s. Teacher and student talk was quite different then. Work in pairs. Try to imagine similar incidents taking place in today's classroom and reword the sentences from the 1800s into modern English.

1 'Girl number twenty,' said Mr Gradgrind, pointing with his square forefinger, 'I don't know that girl. Who is that girl?'

2 'It's father that calls me Sissy, sir,' returned the young girl in a trembling voice, and with another curtsey.

3 'Girl number twenty possessed of no facts, in reference to one of the commonest of animals! Some boy's definition of a horse. Bitzer, yours.'

## 4F Choose either task A, B or C. Write about 150–250 words.

A Write a modern version of the text that takes place in a Finnish classroom of today.

B Pretend you are Sissy Jupe or Mr Gradgrind. You had a bad day at school. Write a diary entry describing what happened.

C You had a bad day at school. Write a message to your friend describing what happened.

**4G** **Thomas Gradgrind's idea of how to prepare students for the future is simple: "Facts alone are wanted in life." However, Jodie Shaw, principal of North Wyndham High has a very different view. Here is the speech she made to her students on their graduation day. Before listening, take a look at the following words.**

**shame-laden** häpeällä ladattu
**shattered** särkynyt, murskattu
**resilience** sinnikkyys
**setback** takaisku
**intimidate** pelotella

### Graduation speech. Choose A or B.

A Listen to the graduation speech by Ms Shaw. Write down at least four reasons she gives for not being afraid of failure.

B Listen to the speech by Ms Shaw in which she mentions the following people. What have they said about failure? Take notes while listening.

- The inventor Thomas Edison
- The playwright Samuel Beckett
- The basketball player Michael Jordan
- The physicist Albert Einstein
- The businessman Thomas Watson

**4H** **Discuss with your partner or in a group.**

1 Can you remember any moments when things didn't work out for you, or when they went badly? A school test, a sports competition, driving test, not getting the high school you wanted, a presentation etc.
2 How did you handle those moments? Did you learn anything from them?

# UNIT 2

## The next step

## Topic 5

# The world is your classroom

Why do you go away? So that you can come back. So that you can see the place you came from with new eyes and extra colours. And the people there see you differently, too. Coming back to where you started is not the same as never leaving.

*(Terry Pratchett, British writer)*

**Did you know?**

More than a quarter of those who take part in the Erasmus scheme meet their long-term partner while studying abroad, and more than one million babies may have been born as a result.

*Source: The Erasmus Impact Study by the European Commission*

**5A** **Keen on studying abroad? In pairs, answer the following questions to find out whether studying abroad would be right for you.**

1 Do you like travelling to unfamiliar places, and exploring a new culture? Why? Why not?
2 Are you comfortable being away from family and friends for an extended period of time?
3 What are the advantages of studying in Finland?

**If you'd like to study abroad, where would you go? Give reasons for your answers.**

4 Would you want to be in an English-speaking area or somewhere where you need to speak another foreign language?
5 Would you prefer to study at a large university or at a small one?
6 Would you like to stay in Europe or go to some other continent?

## 5B Studying abroad. Match the words with their Finnish translations.

| | | | |
|---|---|---|---|
| 1 | application for admission _____ | A | opiskelija-asuntola (US) |
| 2 | degree certificate _____ | B | motivaatiokirje |
| 3 | transcript of study records _____ | C | pienryhmä |
| 4 | personal statement _____ | D | luento |
| 5 | tuition fee _____ | E | hakemus (oppilaitokseen) |
| 6 | student loan _____ | F | opintopiste |
| 7 | hall of residence _____ | G | opintosuoritusote |
| 8 | dormitory _____ | H | tutkintotodistus |
| 9 | lecture _____ | I | opintolaina |
| 10 | tutorial group _____ | J | oppilaitoksesta valmistuneet opiskelijat |
| 11 | study credit _____ | K | lukukausimaksu |
| 12 | alumni _____ | L | opiskelija-asuntola (UK) |

# Personal dictionary

## 5C Read text 5. Find the words below in the text and underline them.

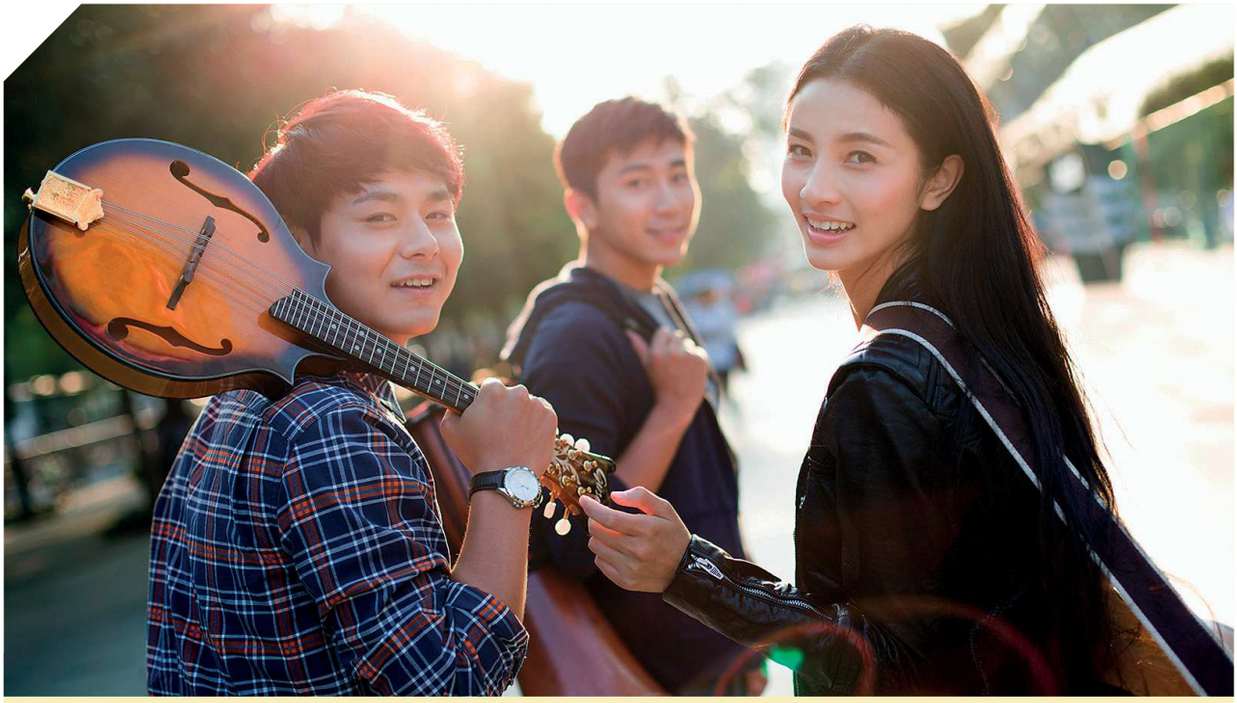
- First, guess the meaning of the words, then look them up in the vocabulary app if necessary and write them down on p. 62.
- Choose 3–5 extra words or phrases and mark them, too.
- Try making sentences with some of the words.

| | | | |
|---|---|---|---|
| 1 | enroll in | 6 | well-rounded |
| 2 | pursue | 7 | renowned |
| 3 | dismiss | 8 | meager |
| 4 | crumble | 9 | retake |
| 5 | affordable | 10 | insulation |

## Topic 5 Key text

# The great escape: studying abroad

**More and more students around the world are picking up their passports and heading abroad for a university-level education. Leading this trend is China, the world's most populous nation, which has over a million students enrolled in overseas higher education.**



For Chinese students, the U.S. is the most popular study destination – especially for PhD programs. American students, on the other hand, favor Europe as their destination of choice, with UK, Italian and Spanish universities being the most sought after. As for Europeans, the vast majority prefer to remain in Europe, crossing the border to pursue their studies in a neighboring country. The development of English-taught degree programs in Nordic countries and in the Netherlands has also proven a powerful draw for international students.

While studying in a foreign country is an adventure in which lifelong friendships and memories may be forged, there are also a myriad of educational benefits. These are outlined in the following opinion piece from the *New York Times*.

# New York Times

## Every Student Should Study Abroad

Globalization is here to stay, and students who want to work in our interconnected global world should study abroad.

Despite the inevitable increasing global competition for jobs, American graduates lack the international experience, language capabilities and cross-cultural communication skills necessary to succeed in the global economy. With only about 10 percent of students studying abroad at some point in their academic career, we have a long way to go.

Making study abroad a part of their education is the most effective and accessible means for students to develop needed skills because it pushes a student to get out of their comfort zone to experience another culture, language, environment and education system. It teaches students to appreciate difference and diversity firsthand, and enables them to recognize – and then dismiss – stereotypes they may have held about people they had never met.

Learning how to interact with people from other countries and cultures equips future leaders in all sectors to address urgent issues – from curing diseases and finding energy solutions, to fighting terrorism and hunger – shared across borders.

But study abroad has to be done correctly. It shouldn't be a separate or tangential part of education, but rather an integrated part of the curriculum, incorporating proper cross-cultural preparation and supportive reintegration to help students understand and internalize what they learn.

With more flexible and accessible options, the barriers posed by financial need, disabilities, race and ethnicity and sexual orientation are crumbling. Excellent programs and inspiring role models exist for every type of student. Every parent, teacher, professor, adviser and employer should support making international experience an essential and affordable component of a well-rounded education.

*Source: New York Times*

© Allan E. Goodman, president and chief executive of the Institute of International Education, and Stacie Nevadomski Berdan, an international careers expert.

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## A student's perspective

# Anna Kylkilahti: a Finn studying in Ireland

Two years ago I boarded a plane in Vantaa ready to embark on a new life as an Economics student at Trinity College Dublin in the Republic of Ireland.

Ireland is of course renowned worldwide for its pubs, stouts and whiskeys, as well as for the warmth and humour of its populace. Chatting with strangers, young or old, Irish or foreign, is very much socially acceptable, and the Irish even have a word to describe the enjoyment of good conversation and company – craic.

On the other hand, Ireland is a country with an uneasy relationship to its past. Hundreds of years under English rule, a devastating famine, and countless revolutions, mean that Irish people have endured both oppression and hardship. Much of the land used to belong to English absentee landlords, with the Irish natives eking out meager livelihoods as cottiers. As an economics student, it has been fascinating to gain an insight into Irish economic history with its dark past and more recent booms, most notably the rise of the Celtic Tiger.

Trinity College, Dublin.

Boiling hot or freezing cold.

Coming from a Nordic country, Ireland has often felt very old-fashioned. Trinity College was founded in 1592, and the study technology available lags well behind the Finnish standard – no virtual classrooms or online lectures here. What's more, the lectures in politics feature more Plato and Thucydides than modern-day issues. On the other hand, Irish students do seem to have far better access to senior members of the academic staff. I especially like the way we meet our professors in small tutorial groups to discuss our ideas. It gives our studies a very personal feel.

Maybe it is the desire to stick to the traditional way of doing things, but there is a lot less flexibility here than at Finnish universities. Improving grades through retakes or opting for a lower number of courses per year is not permitted. In my experience, most of the academic content is theoretical rather than practical, but maybe that's the same at universities everywhere.

The stand-out difference from Finnish universities is the dreaded tuition fees. Studying here costs me €3,000 a year, so I live on a tight budget. Student accommodation in Dublin costs about the same as it does in Finland, but houses here come without the luxuries of Finnish life like mixer taps, showers that work and proper insulation.

After two years here I no longer feel like I am an outsider constantly bemused by the Irish way of life. Has it changed me? Well, I'm probably more cheerful, relaxed and positive about life than I was. And I know that the friendships I've made here will last a lifetime. All in all, two and a half hours on the plane is not a long distance to travel for such a refreshingly different university experience.

**escape** /ɪ'skeɪp/ pako; paeta
**head for** /hed fɔː/ suunnata jonnekin
**populous** /pɒpjuləs/ väkirikas, runsasväkinen
**enroll in** /ɪn'rəul ɪn/

---

**PhD program** /ˌpiː eɪtʃ 'diː prəugræm/ tohtorinkoulutusohjelma
**favor** /feɪvə/ suosia, kannattaa
**sought after** /sɔːt ɑːftə, æftə/ haluttu
**vast** /vɑːst, væst/ laaja, valtava
**remain** /rɪ'meɪn/ pysyä, jäädä
**pursue** /pə'sjuː/

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**neighboring** /neɪbərɪŋ/ naapuri-
**degree program** /dɪ'griː prəugræm/ koulutusohjelma
**draw** /drɔː/ vetonaula, houkutin, tasapeli
**forge** /fɔːdʒ/ luoda, kehittää; paja
**myriad** /mɪrɪəd/ runsas määrä
**outline** /autlaɪn/ hahmotella, jäsennellä; suuntaviivat, yhteenveto
**interconnected** /ˌɪntəkə'nektɪd/ yhteenliitetty, toisiinsa yhdistetty
**inevitable** /ɪn'evɪtəbl/ vääjäämätön, väistämätön
**increase** /ɪnkriːs/ kasvaa, suurentua; kasvu
**lack** /læk/ puute; olla vailla jtak, puuttua
**capability** /ˌkeɪpə'bɪlɪti/ taito, kyky, pystyvyys
**cross-cultural** /ˌkrɒs 'kʌltʃərəl/ kulttuurien-välinen, monikulttuurinen
**accessible** /ək'sesɪbl/ saavutettavissa
**means, means** /miːns/ keino, väline, tapa
**comfort zone** /kʌmfət zəun/ mukavuusalue
**diversity** /daɪ'vɜːsɪti/ moninaisuus, erilaisuus
**firsthand** /ˌfɜːst'hænd/ omakohtainen
**dismiss** /dɪs'mɪs/

---

**interact** /ˌɪntər'ækt/ olla vuorovaikutuksessa
**equip** /ɪ'kwɪp/ varustaa
**urgent** /ɜːdʒənt/ kiireellinen
**tangential** /tæn'dʒenʃl/ epäolennainen, etäisesti liittyvä
**curriculum, curricula** /kə'rɪkjuləm, kə'rɪkjələ/ opetussuunnitelma, -suunnitelmat
**incorporate** /ɪn'kɔːpəreɪt/ sisällyttää, liittää osana jhk
**reintegration** /ˌriːɪntə'greɪʃn/ sopeutuminen, sopeuttaminen
**internalize** /ɪn'tɜːnəlaɪz/ sisäistää
**crumble** /krʌmbl/

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**affordable** /ə'fɔːdəbl/

---

**well-rounded** /wel'raundɪd/

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**embark** /ɪm'bɑːk/ aloittaa, lähteä; nousta laivaan tai lentokoneeseen
**renowned** /rɪ'naund/

---

**stout** /staut/ portteri (tumma pintahiiva-oluttyyppi); jämäkkä, lihaksikas
**craic** /kræk/ hauskuus, hyväntuulinen jutustelu
**devastating** /ˌdevəs'teɪtɪŋ/ tuhoisa, murskaava
**famine** /'fæmɪn/ nälänhätä
**endure** /ɪn'djuə/ kestää, sietää
**oppression** /ə'preʃən/ sorto, alistus
**hardship** /hɑːdʃɪp/ vaikeus, koettelemus
**absentee** /ˌæbsen'tiː/ poissaolija, toisaalla asuva
**landlord** /lændlɔːd/ vuokranantaja, vuokraisäntä
**eke out** /iːk aut/ kituuttaa
**meager** /miːgə/

---

**livelihood** /laɪvlɪhud/ toimeentulo, elinkeino
**cottier** /kɒtɪə/ maatilan työmies
**insight into** /ɪn'saɪt ɪntə/ käsitys, näköala, oivallus
**boom** /buːm/ nousukausi
**lag behind** /læg bɪ'haɪnd/ olla jäljessä
**feature** /fiːtʃə/ mainostaa, olla esillä/pääroolissa; piirre
***stick to** /stɪk tu/ pitää kiinni, pysyä, takertua
**retake** /rɪː'teɪk/

---

**opt for** /ɒpt foː/ valita jtak
**tuition fee** /tju'ɪʃn fiː/ lukukausimaksu
**accommodation** /əˌkɒmə'deɪʃn/ majoitus
**mixer tap** /mɪksə tæp/ säädettävä vesihana
**insulation** /ˌɪnsju'leɪʃn/

---

**bemused** /bɪ'mjuːzd/ hämmentynyt
**refreshing** /rɪ'freʃɪŋ/ piristävä, virkistävä

## 5D Answer the following questions in Finnish.

1 Mihin maihin amerikkalaiset ja eurooppalaiset opiskelijat suuntaavat opiskelemaan?
2 Miksi pohjoismaiset yliopistot houkuttelevat kansainvälisiä opiskelijoita?
3 Miksi ulkomailla opiskelua suositellaan amerikkalaisille opiskelijoille?
4 Mainitse neljä negatiivista asiaa, joita Anna mainitsee opiskelustaan Irlannissa.
5 Mainitse kaksi positiivista asiaa, joita Anna mainitsee opiskelustaan Irlannissa.

## 5E Choose the best alternative that is in keeping with the text.

### The great escape: studying abroad

1 Over a million Chinese students
a) study abroad for a year.
b) graduate from overseas universities.
c) are studying abroad after finishing their secondary education.

2 Most European students prefer studying
a) in adjacent countries.
b) in the USA.
c) in the UK.

3 Scandinavia draws international students because
a) all the courses are taught in English.
b) of the PISA results.
c) of English-taught degree programs.

### Every Student Should Study Abroad

4 Why do American graduates lack many skills necessary to succeed in the global economy?
a) So few of them study abroad during their high-school years.
b) They feel they don't need cross-cultural communication skills.
c) Such a small proportion of students study overseas during their academic career.

5 Making study abroad a part of American students' education is important because
a) then they have to confront differences and get rid of their prejudices.
b) it enables them to get along with people they have met before.
c) they have to leave their comfort zone for good.

6 Studying abroad has to be done correctly. How?
a) It should be only done once an educational program is finished.
b) It should be combined with the educational program.
c) It should only let students internalize what they learn.

→

### A student's perspective

7 Ireland is famous for its
   a) craic and warm climate.
   b) pubs and humour.
   c) whiskeys and strangers.

8 The Celtic tiger refers to
   a) a period in early Irish history.
   b) a famous Irish rugby team.
   c) the economy of Ireland.

9 Anna says
   a) you never have lectures on modern-day issues.
   b) you cannot raise your grades by taking exams again.
   c) the academic content is too focused on Irish politics.

10 Which of the following is NOT correct according to the text?
   a) Study technology is more advanced in Finland than in Ireland.
   b) Anna prefers meeting her professor in small tutorial groups.
   c) There are no tuition fees in Ireland.

## Phrase hunt

**5F** **Find the following expressions in the text.**

1 Mitä eurooppalaisiin tulee _____

2 runsas määrä koulutuksellisia etuja _____

3 kulttuurien väliset kommunikaatiotaidot

_____

4 jossain vaiheessa akateemista uraansa

_____

5 poistua mukavuusalueelta _____

6 kiinteä osa opetussuunnitelmaa _____

7 taloudellisten tarpeiden asettamat esteet

_____

8 takertua vanhoihin rutiineihin _____

9 elän tiukalla budjetilla _____

10 Kaiken kaikkiaan _____

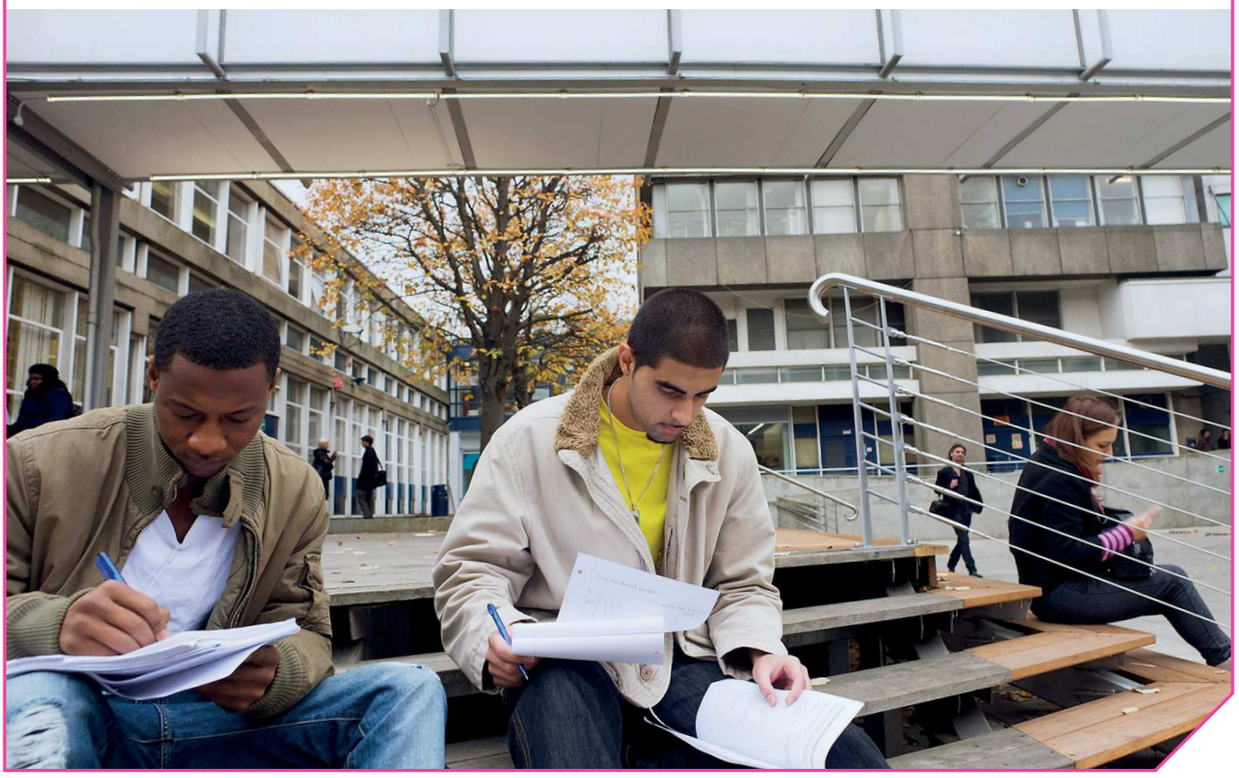
## 5G Translate the sentences into English. The expressions in exercise 5F may help you.

1 Mitä kiinalaisiin opiskelijoihin tulee, he opiskelisivat mielellään Yhdysvalloissa jossain vaiheessa akateemista uraansa.
2 Kaiken kaikkiaan, tiukalla budjetilla eläminen on kiinteä osa opiskelijaelämää.
3 Kaikille meistä olisi hyvä poistua mukavuusalueeltaan eikä takertua vanhoihin rutiineihin.
4 Minulla on paljon ideoita koulumme opetussuunnitelman kehittämiseen.
5 On helpompaa opiskella ulkomailla, koska taloudelliset esteet ovat häviämässä.

## FINAL EXAM FOCUS

Ylioppilaskokeessa testataan englannin kielen luetun- ja kuullunymmärtämistä, sanastoa, rakenteita (kielioppia) ja kirjoittamista erityyppisillä tehtävillä. On Track 6 -materiaalissa harjoitellaan kyseisiä tehtävätyyppejä, ja ne on merkitty Final exam focus -logolla.

Tässä tekstissä olet jo tutustunut kahteen tehtävätyyppiin, luetun-ymmärtämistä testaaviin *avoimiin kysymyksiin* (5D) ja *monivalintatehtäviin* (5E). Tehtävässä 5H sanastoa ja rakenteita testataan *produktiivisella aukkotestillä*, jossa täydennetään tekstistä puuttuvat osat vihjeen avulla.



## 5H Fill in the blanks using the suggestions when given.

Final exam focus

Different nationalities have different attitudes to studying outside their own countries. **1** _____ Europeans, many will go abroad **2** _____ some point in their academic careers. They see no reason to **3** _____ the universities in their own country. When choosing university places **4** _____, however, **5** _____ always _____ it advantageous to stay in their own country and build contacts with other American students. **6** _____, on the other hand, are travelling **7** _____ in ever greater numbers for their overseas studies. Experts argue that more should **8** _____ to encourage young people to experience the world beyond their immediate horizons. **9** _____ is not easy to adapt to an unfamiliar environment for a long period of time. **10** _____ can spend **11** _____ holiday in Spain, but **12** _____ in Rio de Janeiro for a year is a very different story.

1 mitä tulee
2 prepositio
3 takertua
4 amerikkalaiset
5 find
6 kiinalaiset
7 Yhdysvaltoihin
8 do
9
10 indefiniittipronomini
11 viikon mittainen loma
12 study

## 5I Work in pairs. Choose A or B. Make sentences using the words.

| A | B |
|---|---|
| tuition fee | accommodation |
| retake an exam | pursue studies |
| tight budget | online lecture |
| virtual classroom | tutorial group |
| cross-cultural | curriculum |

## 5J Fill in the missing letters of the following synonyms. All the words on the right are from text 5 (wordlist on p. 62).

| | | |
|---|---|---|
| 1 | confused | _ E _ U _ E _ |
| 2 | famous; talked about by many people | _ E _ O _ N _ D |
| 3 | to reject; to remove | _ I _ M _ S _ |
| 4 | be without | L _ C _ |
| 5 | inexpensive | _ F _ O _ D _ B _ E |
| 6 | balanced | _ E _ L - R _ U _ D _ D |
| 7 | huge, enormous | _ A _ T |
| 8 | a person who owns and leases buildings | _ A _ D _ O _ D |

## 5K Fill in the prepositions. Canadian Jon Doshi did his MA degree in Durban, South Africa. Read his blog post and choose the correct word. All the prepositions are from text 5.

Before I embarked **1** **on** / – / **with** my overseas adventure, I did my research. I read a lot of material that said more or less the same thing. For example: "Despite **2** **of** / – / **on** the current economic situation, thousands **3** **of** / – / **on** students still want to study abroad **4** **in** / **at** / **with** some point in their academic career. Apart **5** **with** / **from** / **of** improving your language skills, studying and living in another country will teach you how to interact **6** **on** / – / **with** people from a different culture."

Well, yes. Quite. But **7** **with** / **on** / **in** my experience, the only piece of advice you are likely to remember when you board **8** **on** / – / **in** that plane is: "Don't mess it up!"

## FINAL EXAM FOCUS

Ylioppilaskokeessa testataan englannin kielen kuullunymmärtämistä erityyppisillä tehtävillä, joita harjoitellaan On Track 6 -kurssilla. Tehtävät on merkitty Final exam focus -logolla.

Tehtävässä 5L harjoitellaan *monivalintatehtäviä*.

**5L** **You will hear five short dialogues. You will hear each once. Choose the best alternative.**

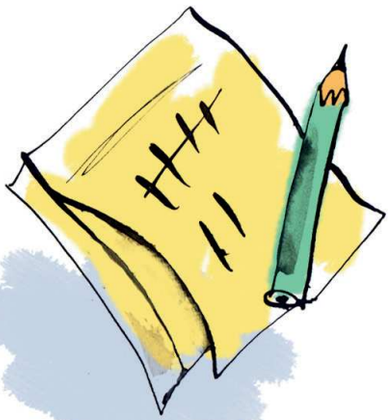
1 What would the student probably say next?
   a) OK, please sign me up for the course on Mondays and Wednesdays.
   b) Thank you, never mind.
   c) I'll leave on Monday.

2 What would the boy probably say next?
   a) Too bad.
   b) How did you get there?
   c) That's exactly how I used to feel.

3 What would the girl probably say next?
   a) Yes, I do.
   b) No, I didn't, but that could be a good thing.
   c) No, I don't.

4 What would the student probably say next?
   a) Yes, I have to be there in time.
   b) No, thank you.
   c) Yes, I will be there on time.

5 What would the girl probably say next?
   a) I could.
   b) No problem, come on.
   c) I have to go now.



**5M** **Play the following game in pairs. Choose a topic and taking turns, give reasons for supporting the statement. The more reasons you can think of, the more points you will get. One reason gives one point. Use tally marks to keep score.**

1 Studying abroad is a valuable experience.
2 Studying abroad is a waste of time.
3 Tutorials should consist of five students and a professor.
4 Tutorials should consist of 30 students and a professor.

**5N** **Project. Applying to a foreign university. Imagine you are applying to a university abroad. Decide what subject you would like to study. Find a university online that offers a course that interests you and apply for it. You can choose either task A or B:**

A Fill in the **application form** which your teacher will give you. This will include a space to write a **personal statement**. For information about writing a personal statement see the online *How to write* section.

B Make a **video application**. Plan this before filming and use your written personal statement to help you. Watch the videos in pairs or in small groups. Follow the further advice which your teacher will give you.

## Topic 6

# Money matters

Invest in the future because that is where you are going to spend the rest of your life.
*(Habeeb Akande, English author and historian)*

**6A** **Earning money. In English there are many words to describe the money you get from working. Read the definitions and then fill in the gaps with the right word.**

**The following words can be used as synonyms, but they often occur in specific contexts.**

**income**: all the money earned from work or other sources
**earnings**: a general word to describe the money a worker earns, or the profits a company makes
**pay**: money earned per hour
**salary**: fixed amount of money that is paid once a month, usually to white-collar workers
**wages**: total pay at the end of the week, usually given to manual workers

1 She applied for the job of marketing manager because it meant a 20% increase in _____.
2 Rent from the old farm was his only source of _____.
3 In most factories skilled workers earn higher _____ than unskilled workers.
4 During the financial crisis the company's _____ fell by 25%.
5 The _____ for window cleaning is around €20 per hour.

1K equals 1,000 = kilo is the Greek word for "thousand".
He earns £24K. = He earns £24,000 a year.
= He earns 24 grand a year. (informal)

**6B** **Work in pairs and discuss some of the following questions.**

1 What are your plans after graduating from upper secondary school?
2 What subjects would you like to study after upper secondary school?
3 What factors do you take into account when choosing your further studies? For example, length of studies, cost, location...
4 How important is your future salary to you when selecting a career?
5 When choosing a certain field of study, do you consider the employment situation?
6 Would you be willing to move to another city or country to study?

HOW TO

## How to keep a conversation going

To keep a conversation going in English, the most important thing to do is to ask follow-up questions. If you don't ask follow-up questions, the conversation will probably stop very quickly. Here are some simple follow-up questions you can use.

Really? Why?
But what about...?
Right. But have you thought about...?
But what if...?
OK. So you don't...
Why not?
So you want to... Then what?

You can also keep things going by using simple interjections or positive exclamations. Here are some examples.

Uh huh...
True...
Sounds interesting.
No way!
Tell me more.

## Personal dictionary

**6C** **Read text 6. Find the words below in the text and underline them.**

- First, guess the meaning of the words, then look them up in the vocabulary app if necessary and write them down on p. 76–77.
- Choose 3–5 extra words and mark them, too.
- Try making sentences with some of the words.

1 internship
2 savvy
3 retail outlet
4 A-level
5 apprenticeship
6 prestigious
7 retain
8 labour market
9 investment in
10 thorny

Oxford University.

## Topic 6 Key text

# Earning and learning

**1**

There's not much good news these days about the financial well-being of young people: high unemployment, insecure jobs, unpaid internships, crushing debts, and precious little chance of ever owning a home.

But does it have to be that way? Is it possible that smart decisions about what and where to study could save you from this grim future scenario? New research in the field of economics is cautiously optimistic, with studies indicating that students who make savvy educational choices end up significantly wealthier than their peers.

So what should you do to ensure that the decisions you make today, lead to a prosperous tomorrow? Here is what the experts say.

**2**

The traditional Saturday job is in decline. Twenty years ago 42% of students worked part-time in supermarkets, retail outlets or cafes to earn a little extra pocket money. Nowadays that figure has fallen to only 18% because, according to the majority of young adults polled, they wished to concentrate on their studies. This is ironic, since there is a clear correlation between part-time work experience and long-term career success. The UK commission for Employment and Skills points out that students who work during their studies will later earn 12–15% more on average than their non-working counterparts. In other words, experience of the world outside the school gates helps young people rise in their future professions.

**3**

Countless studies have been carried out into the economic consequences of the subject choices students make, and they regularly come to the same conclusion: if you want a well-paid job, study mathematics. Maths unlocks the door to a wide range of academic subjects. Engineering, computing, economics, physics, chemistry and medicine all require maths, and almost all lead to well-paid work. The rewards for studying maths should be especially tempting for women. Data produced by the consultancy London Economics showed that girls who take maths at A-level go on to earn a third more in wages than those who stick to the arts and humanities. However, if advanced maths is not for you, then try law or business studies. Both subjects can lead to lucrative careers.

**4**

The fact that many young people in Britain feel under pressure to go to university means that there is a chronic shortage of people with practical, hands-on skills. Britain is in urgent need of plumbers, engineers and builders, so doing an apprenticeship provides a secure route to regular, well-paid employment. Apprentices learn on the job, gaining hands-on experience whilst getting paid at the same time – a stark contrast to university students racking up thousands of pounds of debt to pay their tuition fees.

**5**

What you study at university will play a crucial role in terms of your future earnings. Because the UK is short of mathematicians and scientists – especially in the fields of physics, chemistry and computing – students in these areas are generously remunerated. Those working in the sector of digital technology earn 36% more than the average salary. Studying the arts, on the other hand, can be bad for your financial health. A recent survey showed that graduates from medical or dentistry schools earn starting salaries approximately £12,000 higher than those with degrees in the creative arts.

**6**

While it is true that graduates from Oxford and Cambridge enjoy starting salaries £7,500 per year higher on average than those graduating from other UK universities, this might reflect the academic quality of those students who managed to get into those prestigious universities. Research by Caroline Hoxby, Professor of Economics at Stanford University, shows that a key factor in your success at university is your peer group. It turns out that the ideal group to be in is a group of students who are just slightly better than you. Such a group allows you to retain your confidence, while at the same time pushing you to keep up. Being successful at university, has a knock-on effect on your salary. A study published by the London School of Economics, finds that, five years after university, graduates who qualified with a 2:1 or higher can expect to earn 7%–9% more than their counterparts with inferior degrees. Moreover, at university you might build up a network of people who could further your career.

**7**

Nobody knows what the labour market is going to look like in ten years' time, so future-proofing your qualifications and skills is essential. Merryn Somerset Webb, editor of *Money Week* magazine, says that the most important investment you can make is in yourself. "Keep learning about the field that you're in. You need to constantly expand your skill base so that you do things that can't be done by a robot. Like designing robots, for example." Alternatively, you can choose a line of work in which robots are unlikely to thrive. These include jobs in counselling and therapy, research and development, professional sports, the arts, investigative journalism, politics – in fact any area of work that requires empathy, creativity, critical thinking, management skills or the ability to negotiate effectively. This will increase your odds of staying employed and keeping that steady paycheck, no matter what happens.

Of course, it isn't sensible to make all your study decisions according to possible future earnings. Money isn't everything, after all. We all have different passions and strengths and our study choices should reflect that. However, in these uncertain times, there is no harm in bringing a financial perspective to the thorny business of planning your studies.

**financial** /faɪ'nænʃəl/ taloudellinen
**unemployment** /ˌʌnɪm'plɔɪmənt/ työttömyys
**internship** /ɪntənʃɪp/

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**crushing** /krʌʃɪŋ/ musertava, murskaava
**debt** /det/ velka
**precious little** /preʃəs lɪtl/ hyvin vähän
**grim** /grɪm/ synkkä, ankea, kolkko
**scenario** /sɪ'nɑːrɪəu/ skenaario, suunnitelma, käsikirjoitus
**economics** /ˌiːkə'nɒmɪks/ taloustiede, kansantalous
**cautiously** /kɔːʃəsli/ varovaisesti, varovasti
**indicate** /ɪndɪkeɪt/ osoittaa, ilmaista, antaa kääntymismerkki
**savvy** /sævi/

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**significantly** /sɪg'nɪfɪkəntli/ huomattavasti
**ensure** /ɪn'suːə/ taata, varmistaa
**prosperous** /prɒspərəs/ vauras, menestyvä, kukoistava
**decline** /dɪ'klaɪn/ lasku, aleneminen, taantuminen, rappeutuminen; laskea, taantua, kieltäytyä
**retail outlet** /riːteɪl autlet/

---

**figure** /fɪgə, fɪgjə/ luku, numero, hahmo, vartalo; keksiä, arvioida
**majority** /mə'dʒɒrɪti/ enemmistö
**poll** /pəul/ suorittaa mielipidetutkimus; äänestys, mielipidemittaus
**correlation** /ˌkɒrə'leɪʃn/ korrelaatio, vastaavuussuhde
**commission** /kə'mɪʃn/ komissio, virasto, palkkio
**employment** /ɪm'plɔɪmənt/ työllisyys, työllistäminen, työ
**counterpart** /kauntəpɑːt/ vastine, kollega, virkaveli
**profession** /prə'feʃn/ ammatti, ammattikunta, julistus
**countless** /kauntləs/ lukematon
**carry out** /kæri aut/ toteuttaa, panna täytäntöön
**economic** /ˌiːkə'nɒmɪk/ talous-, taloudellinen
**consequence** /kɒnsɪkwəns/ seuraus, seuraamus
**conclusion** /kən'kluːʒn/ johtopäätös, päätelmä, loppu
**engineering** /ˌendʒɪ'nɪərɪŋ/ tekniikka, insinööritaito
**computing** /kəm'pjuːtɪŋ/ tietojenkäsittelytiede, laskenta
**require** /rɪ'kwaɪə/ vaatia, edellyttää
**reward** /rɪ'wɔːd/ palkinto, palkkio
**tempting** /temptɪŋ/ houkutteleva
**consultancy** /kən'sʌltənsi/ konsulttitoimisto, konsultaatio
**A-level** /'eɪ levl/

---

**earn** /ɜːn/ ansaita
**wages** /weɪdʒɪs/ palkka (ruumiillisesta työstä maksettu)
**humanities** /hju'mænɪtɪs/ humanistiset tieteet
**lucrative** /luːkrətɪv/ tuottoisa, kannattava
**chronic** /krɒnɪk/ krooninen, jatkuva
**shortage of** /ʃɔːtɪdʒ əv/ puute, pula
**hands-on** /hændzɒn/ käytännön
**urgent** /ɜːdʒənt/ kiireellinen, tärkeä
**apprenticeship** /ə'prentɪsʃɪp/

---

**apprentice** /ə'prentɪs/ harjoittelija
**gain** /geɪn/ saada, ansaita, hankkia, hyötyä; hyöty, ansio, liikevoitto, lisäys
**whilst** /waɪlst/ samalla kun, sillä aikaa kun
**stark** /stɑːk/ selvä, jyrkkä, karu
**rack up** /ræk ʌp/ kerätä, saada
**tuition fee** /tju'ɪʃən fiː/ lukukausimaksu
**crucial** /kruːʃl/ ratkaiseva, elintärkeä, välttämätön
**in terms of** /ɪn tɜːms əv/ jonkin suhteen
**earnings** /ɜːnɪŋs/ ansiot, palkka
**short of** /ʃɔːt əv/ jonkin puutteessa, olla pulaa, alle, paitsi
**generously** /dʒenərəsli/ anteliaasti
**remunerate** /rɪ'mjuːnəreɪt/ palkita, maksaa korvaus
**average salary** /'ævərɪdʒ sæləri/ keskipalkka
**graduate** /grædʒuət/ akateemisen loppu-tutkinnon suorittanut
**dentistry school** /dentɪstri skuːl/ hammaslääke-tieteellinen tiedekunta
**on average** /ɒn ævərɪdʒ/ keskimäärin, yleensä
**prestigious** /pre'stɪdʒəs/

---

**peer group** /pɪə gruːp/ vertaisryhmä
**retain** /rɪ'teɪn/

---

**qualify** /kwɒlɪfaɪ/ pätevöityä, hankkia pätevyys, valmistua, päästä
**2:1 (upper second class)** /ˌtuː 'wan, ʌpə sekənd klaːs/ brittiläisen yliopistotutkinnon toiseksi paras loppuarvosana
**inferior** /ɪn'fɪərɪə/ heikompi (arvosana), huonompi
**degree** /dɪ'griː/ loppututkinto, oppiarvo, aste
**labour market** /leɪbə mɑːkɪt/

---

**future-proof** /fjuːtʃə pruːf/ turvata tulevaisuus
**qualification** /ˌkwɒlɪfɪ'keɪʃn/ pätevyys, pätevöityminen, edellytys, loppututkinto
**essential** /ɪ'senʃl/ olennainen, keskeinen, välttämätön
**investment in** /ɪn'vestmənt ɪn/

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**thrive** /θraɪv/ menestyä, onnistua, kukoistaa
**counselling** /kaunsəlɪŋ/ neuvonta
**odds** /ɒdz/ mahdollisuudet, todennäköisyys, etuisuus
**paycheck** /peɪtʃek/ palkka, tilipussi
**perspective** /pə'spektɪv/ näkökulma, perspektiivi
**thorny** /θɔːni/

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INFO BOX

## Degrees

There are three main types of degree.

**a bachelor's degree – a basic degree** *kandidaatti*
e.g. Bachelor of Arts (BA)
e.g. Bachelor of Science (BSc)
e.g. Bachelor of Business Adminstration (BBA)

**a master's degree – an advanced degree** *maisteri*
e.g. Master of Arts (MA)
e.g. Master of Science (MSc or MS)
e.g. Master of Business Adminstration (MBA)

**a doctoral degree – the highest level of degree** *tohtori*
e.g. Doctor of Philosophy (PhD)
e.g. Doctor of Education (Ed.D)

**UK degrees**
In Britain the bachelor's degree is divided into three different categories based on student performance.

- First class honours or a 'first'
- Second class honours → This can be broken down into
  upper division (or 2:1).
  lower division (2:2).
- Third class honours

**6D** Write the following subheadings above the right paragraph in text 6.

**Future-proof your skills**

**...but if you do go, choose your degree carefully**

**It's not the place, it's the people**

**Maths skills add up to higher earnings**

**How your study choices affect your future income**

**Earn while you learn**

**You don't have to go to university...**

**6E** Match the beginnings and endings of the sentences so that they are in keeping with the text. Then translate them into Finnish.

1 Smart decisions about your studies can save you from _____
2 Part-time work experience correlates with _____
3 Studying maths leads _____
4 European countries are short of _____
5 Studying arts might affect _____
6 Your peer group is _____
7 You will increase your odds of staying employed _____
8 Our study choices should reflect _____

A by expanding your skill base.
B your financial situation negatively.
C our passions and strengths.
D long-term career success.
E to well-paid work.
F people with hands-on skills.
G the key to your success in studies.
H a grim financial future.

## Phrase hunt

**6F** **Find the following expressions in the text.**

1 huomattavasti varakkaampia kuin ikätoverinsa

_____

2 on vähenemässä _____

3 tulevat samaan johtopäätökseen _____

4 ansaitsevat kolmanneksen enemmän palkkaa

_____

5 krooninen pula _____

6 tarvitsee pikaisesti _____

7 saaden käytännön kokemusta _____

8 on ratkaisevan tärkeää _____

9 keskeinen tekijä yliopistomenestyksessä

_____

10 parantaa mahdollisuuksiasi pysyä työllistettynä

_____

**6G** **Listen to the story and fill in the gaps. The expressions in exercise 6F may help you.**

### Career change

When the recession struck, Jake knew that the construction industry **1** _____ over the next few years. Thinking about his future, **2** _____ that it was time to get a more secure job. He applied for work as a school caretaker, even though it meant an increase in hours and **3** _____. The school building was old and **4** _____, so it was lucky that Jake had **5** _____ of repairing roofs, replacing windows and doing basic plumbing. It turned out that these skills were **6** _____ his getting the position. →

Then, one day, something happened that changed his life completely. A teacher asked for his help with a slow-running computer. Jake deleted the virus that was causing the problem, and word spread. Soon Jake **7** _____ in the school's tech support team. Unfortunately for the school, the UK has **8** _____ people with computer skills, and six months later, Jake was offered a new job at a local IT firm. The head teacher offered to pay him **9** _____ his original salary, but it wasn't enough to keep him at the school. In his new line of work, Jake is **10** _____ he was as a builder. **11** _____ of promotion, he is now studying coding.

**6H** **Match the adjectives that are similar in meaning and translate them into Finnish. Then make sentences in English using at least five of the words.**

| | | | | Finnish |
|---|---|---|---|---|
| 1 | financial _____ | A | second-rate | _____ |
| 2 | prosperous _____ | B | hands-on | _____ |
| 3 | insecure _____ | C | wealthy | _____ |
| 4 | countless _____ | D | essential | _____ |
| 5 | well-paid _____ | E | smart | _____ |
| 6 | practical _____ | F | economic | _____ |
| 7 | inferior _____ | G | attractive | _____ |
| 8 | crucial _____ | H | lucrative | _____ |
| 9 | savvy _____ | I | innumerable | _____ |
| 10 | tempting _____ | J | uncertain | _____ |

## 6I Make, do or take? The Finnish verb *tehdä* can be translated in many ways. Fill in the correct verb in the right form.

1 Avoid _____ bad financial decisions as they may result in personal debt.

2 Before starting _____ business in a foreign country, you should consult experts.

3 If you are keen on _____ a profit, you should constantly be on the lookout for new opportunities.

4 _____ advanced maths at school if you want a well-paid job in the future.

5 Students who _____ smart educational choices are likely to have successful careers.

6 I felt extremely relieved after _____ my A-level exams.

7 Being afraid of _____ mistakes is a guaranteed path to failure.

8 _____ an apprenticeship may provide a direct route to secure and well-paid work.

9 _____ an investment in your future by choosing the right field of study.

10 You should _____ some research on your study options before applying to university.

## 6J Choose the correct preposition. All prepositions are from text 6.

Dad: Many university students today think they should stick **1** **in** / **out** / **to** subjects they're good at. They ignore the difficult subjects and go for something that sounds easy and interesting. I'd like to point **2** **in** / **out** / **at** that what you study will have a huge effect **3** **on** / – / **after** what you earn one day, Di. This is probably not what you want to hear, but you really should study something that will eventually lead **4** **to** / **for** / **in** money in the bank.

Daughter: I know my degree will affect **5** **on** / – / **after** my income, Dad! I'm not stupid. No student wants to end **6** **in** / **at** / **up** with a degree that is essentially useless in the job market. But according **7** **to** / – / **after** most researchers in the field, studying something for purely financial reason is a sure road to unhappiness. Don't you want me to be happy?

Dad: Of course I do. But if you can't get a proper job and find yourself short of money, you won't be very happy will you? I'm trying to save you **8** **with** / – / **from** making an expensive mistake.

Daughter: Well Dad, I'm sorry, but I want to concentrate **9** **on** / **in** / **with** something that really interests me. **10** **At** / **After** / **In** all, money isn't everything.

Dad: Hmm. And neither does it grow on trees.

Graduation day.

**6K** **Debate. Work in small groups. Choose one of the following motions for a debate. Your teacher will show you instructions for a debate.**

- Instead of working part-time, you should concentrate on your studies.
- If you don't study advanced maths, you are damaging your future.
- To be successful in life requires a university degree.
- If you want to be poor, study the arts.
- If you don't get into the best universities, it's not worth going at all.
- Enjoying your work is less important than job security.
- When choosing your career your future earnings should be the main priority.
- After you leave comprehensive school you should pay for continuing your education.

**6L** In pairs, decide which one of you is A and B. Cover the other half. Take turns translating the sentences into English.

| | A | B |
|---|---|---|
| 1 | **Do you think it's difficult to make savvy/smart/clever educational choices today?** | Onko mielestäsi vaikeaa tehdä fiksuja koulutusvalintoja nykyisin? |
| 2 | Kyllä minun mielestäni. Jos olisin ottanut matematiikan opintoni vakavammin, olisin voinut saada erittäin hyvin palkatun työpaikan. | **Yes, I think so. If I had taken my maths studies more seriously, I could have had/got a very well-paid job.** |
| 3 | **But money isn't everything, right? I am very satisfied with my job as a special education teacher (even) though my salary/pay could be better.** | Mutta eihän raha merkitse kaikkea, vai mitä? Minä olen hyvin tyytyväinen työhöni erityisopettajana vaikka palkkani voisi olla parempi. |
| 4 | Olet oikeassa. Jotkut ikätovereistani saattavat olla huomattavasti rikkaampia kuin minä, mutta minä nautin työstäni kielenkääntäjänä. | **You are right. Some of my peers may be significantly/much richer than I am, but I enjoy my work as a translator.** |
| 5 | **It's true that those (people) / (the) people who study medicine or economics/business may earn a third more in wages than those/(the) people who choose arts or humanities.** | On totta että ne ihmiset jotka opiskelevat lääketiedettä tai kauppatieteitä saattavat ansaita kolmanneksen enemmän palkkaa kuin ne, jotka valitsevat taideaineita tai humanistisia tieteitä. |
| 6 | Olen tullut siihen johtopäätökseen, että intohimomme ja vahvuutemme ovat tärkeämpiä kuin taloudelliset näkökohdat uraa valittaessa. | **I have come to the conclusion that our passions and strengths are more important than financial perspectives when (we/you are) choosing a career.** |
| 7 | **Apprenticeship training also provides a secure route to regular, well-paid work.** | Oppisopimuskoulutus tarjoaa myös turvallisen tien säännölliseen, hyvin palkattuun työhön. |
| 8 | Ja kukaan ei todella tiedä miltä työmarkkinat näyttävät kymmenen vuoden kuluttua. | **And nobody really knows what the labour market is going to look like in ten years' time.** |

**special education teacher** erityisopettaja
**translator** kääntäjä

**6M** Listen to the story and take notes on how the following words are relevant. In pairs, retell the story by using the words.

### Summer work

Summer jobs are hard to find, especially when so many other students are also hunting for work. So how does seventeen-year-old Joanne Bailey manage it? After all, her track record in the work place is not exactly stellar.

**stellar** loistava, tähti-

1 computer game
2 commitment
3 customers
4 team spirit
5 ostrich
6 coffee machine
7 boss

**6N** Choose task A, B or C. Write about 150–250 words.

A Successful people without a university degree

B Career choices
You have two career options. Your choices are either a job where you will make a lot of money, but you will have little time for your personal life, or a job that pays very little, but brings you joy and satisfaction. Which job would you take and why?

C I wish I had...
Write a letter to your younger self giving advice on career choices.

## Topic 7

# Education

**7A** **Education and training in Finland. Match the following words with the Finnish translations.**

1 preschool _____
2 comprehensive school _____
3 upper secondary school _____
4 vocational college _____
5 apprenticeship training _____
6 folk high school _____
7 university of applied sciences _____
8 open university _____
9 adult education centre _____
10 distance learning _____

A oppisopimuskoulutus
B ammattikorkeakoulu
C kansanopisto
D etäopiskelu
E esikoulu
F peruskoulu
G avoin yliopisto
H kansalaisopisto
I ammattiopisto
J lukio

INFO BOX

### Final exams

Students in Finland, the US, and the UK all take exams before they graduate from upper secondary school.

| Country | Age | School | Examination |
|---|---|---|---|
| Finland | 16–19 | upper secondary school | do / take the matriculation examination |
| US | 16–18 | (senior) high school | take the SATs (Scholastic Aptitude Test) |
| UK | 16–18 | sixth form | do / take A-levels (Advanced-level examinations) |

**7B** Work in pairs. Read the advertisements from two different colleges. Fill in the gaps using the Finnish clues. Then listen to check your answers. Which college would you choose?

## Rock and Roll College, Hawaii

| | |
|---|---|
| major in | cheat |
| president (AmE), dean/rector (BrE) | passes |
| private college | flunking (AmE) / failing (BrE) |
| Discipline | enrol at (AmE) / enroll at (BrE) |
| take an aptitude test | drop out |
| gets suspended | assessment |

We are a **1** _____ (yksityinen yliopisto) situated next to Waikiki Beach in Hawaii. Our motto is: **2** _____ (kuri) is overrated. Our **3** _____ (rehtori) strongly believes that students should be free to express themselves.

Everybody is welcome, but you do need to **4** _____ (osallistua soveltuvuuskokeeseen) to show that you have the sort of carefree character we welcome here. Nobody ever **5** _____ (eroteta määräajaksi), no matter how badly they behave – YOLO! If classes bore you, you are free to **6** _____ (jättää koulu kesken) whenever you want.

We have a unique approach to **7** _____ (arviointi). It doesn't really matter if students **8** _____ (luntata) in the exams, because everybody **9** _____ (läpäisevät) everything anyway. We do not believe in **10** _____ (reputtaa) students at our college, since this is bad for their self-esteem. Students have a wide range of exciting subjects to choose from. You may **11** _____ (opiskella pääaineena) surfing , dancing or party planning, to name but a few of our cool options.

Don't delay, **12** _____ (kirjoittaudu sisään) our college today.

## Knuckledown Academy, Stirling

| | |
|---|---|
| graduate from | boarding school |
| attend classes | Terms |
| gaining entrance to | detention |
| take an entrance exam | grants |
| Admission | absent |
| tuition fee | dissertation |
| scholarships | break |

Knuckledown is a Scottish College near Stirling. Formerly known as Knuckle's **13** _____ (sisäoppilaitos), we have expanded into tertiary education. Before **14** _____ (pääsy) university students first need to **15** _____ (osallistua pääsykokeeseen). **16** _____ (sisäänpääsy) depends on answering every single question correctly. As we are a private college, the annual **17** _____ (lukukausimaksu) is steep, but we offer several **18** _____ (stipendit) and **19** _____ (apurahat) to hardworking students.

All students are expected to **20** _____ (käydä tunneilla), and if they are late or **21** _____ (poissa tunnilta) for any reason whatsoever, they will sit **22** _____ (jälki-istunto) in the evening.

**23** _____ (Lukukaudet) are long, because we want students to learn as much as possible. The daily **24** _____ (tauko) lasts for only ten minutes, since this is how long it takes to eat an average meal at our canteen. Before students can **25** _____ (valmistua) our college they have to write a 900-page **26** _____ (tieteellinen tutkielma) on a subject chosen by the dean. No exceptions. No complaints.

Our motto is: When the going gets tough, the tough knuckle down.

Emma Watson, Harvard graduate.

## INFO BOX

### Ivy League Universities

What are Ivy League Universities? The term describes eight universities in the US, and has connotations of academic excellence, selective admissions, and social elitism.

Acceptance rates are often under 10%, and they are very expensive to attend. Harvard (1636) is the oldest Ivy League University, and often rated as the wealthiest university in the world.

- Brown
- Columbia
- Cornell
- Dartmouth
- Harvard
- Pennsylvania
- Princeton
- Yale

### I Should Have Studied

I didn't study for the test
and now I'm feeling blue.
I copied off your paper
and I flunked it just like you.

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**7C** **Stu enrolled at a university in Perth. Read the email he sent to his friend at home. Match the worlds in bold to the Finnish translations in the box below. Note that there is one extra word in Finnish. Look up the translation for this as well.**

Hi Steve
It's true: Australia is the greatest place on earth to be a student! The first few weeks were pretty intense, what with the jetlag, the sun, the beaches and the parties... it was like a **crash course** in student life Down Under. The **dormitories** are great and the people are super social. As you know, I wanted to **study law** and **get a degree in** Criminal Law – become a hotshot lawyer, in other words. But it was so complicated to figure out where the **Faculty** of Law was that I gave up in the end. Also, I met Rieko, a seriously cool Japanese girl. So I thought I'd study some Japanese instead. But when I applied to the **Department of Modern Languages** I discovered that I'd have to do a **cram course** in Japanese writing first. Did you know that there are three (THREE!) different sets of characters in Japanese writing? Way too complicated. So I haven't quite decided what my **major** will be, but I'm working on it. Don't mention any of this to my folks though – my dad's probably expecting me to be working on my **thesis** by now!
See you, Steve!
Stu

alempi korkeakoulututkinto _____

opiskelija-asuntolat _____

opiskella oikeustiedettä _____

pääaine _____

pikakurssi _____

nykykielten laitos _____

saada loppututkinto _____

tiedekunta _____

tutkielma _____

valmennuskurssi _____

**7D** Project work. Work in groups of three. Discuss in groups what you would tell a foreign visitor about the Finnish school system. Start with something you are already familiar with.

After that, each group member will search for information on schools in a specific country e.g. the USA, the UK, or India. Compare Finnish schools with the different systems abroad. Use the grid on the back cover of this book for help.

**Vocabulary and ideas to get you started**

- compulsory education: years in each country
- upper secondary school (high school, sixth form) / vocational college
- state schools / private schools
- boarding schools
- same-sex schools
- subjects studied
- exams taken
- grading system
- costs
- extracurricular activities
- meals
- school uniforms

## Topic 8

# Read on

"Are parents always more ambitious for their children than they are for themselves?"
*(Jeffrey Archer, English author and former politician)*

**8A** **Parents often worry about their children's future. Teachers too may be concerned about how their students will manage in the world. Have you ever heard older people worry about the following issues? How justified do you think these worries are?**

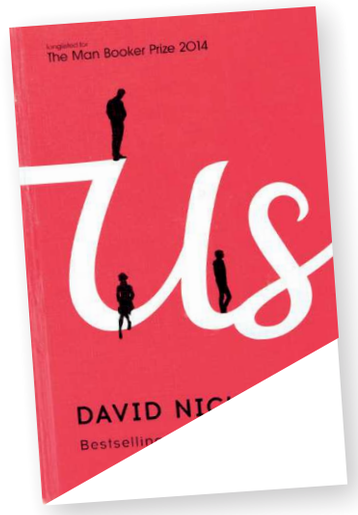
- Young people spend too much time online / on social media.
- Young people don't read books anymore.
- Young people need to think carefully about their future career.
- Young people lack ambition.
- Young people need to work harder at school.
- Young people don't know how to look after themselves properly.

### Introduction to the extract from *Us*

David Nicholls is a British author who writes bestsellers and screenplays. *Us*, a tragicomic tale about a rebellious 17-year-old called Albie, his easy-going mother Connie, and his biochemist father Douglas, is his fourth novel. In this extract, Douglas is worrying about his son's future.

## Topic 8

# Us




Over the years I have read many, many books about the future, my 'we're all doomed' books, as Connie liked to call them.'

• • •

By the time Albie is my age I will be long gone, or, best-case scenario, barricaded into my living module with enough rations to see out my days. But outside, I imagine vast, unregulated factories where workers count themselves lucky to toil through eighteen-hour days for less than a living wage before pulling on their gas masks to fight their way through the unemployed masses who are bartering with the mutated chickens and old tin-cans that they use for currency, those lucky workers returning to tiny, overcrowded shacks in a vast megalopolis where a tree is never seen, the air is thick with police drones, where car-bomb explosions, typhoons and freak hailstorms are so commonplace as to barely be remarked upon.

Meanwhile, in literally gilded towers miles above the carcinogenic smog, the privileged 1 per cent of businessmen, celebrities and entrepreneurs look down through bullet-proof windows, accept cocktails in strange glasses from robot waiters hovering nearby and laugh their tinkling laughs and somewhere, down there in the hellish, stewing mess of violence, poverty and desperation is my son, Albie Peterson, a wandering minstrel with his guitar and his keen interest in photography, still refusing to wear a decent coat.

'So what you're saying,' said Connie, looking up from her novel, 'is that the future, basically, is going to be a bit like *Mad Max*?'
'Not exactly. But it might have elements of that.'
'So *Mad Max*, it's like a documentary, really – '
'All I mean is the future world might not be as hospitable as the one that you and I grew up in. That dream of progress is dead. Our parents imagined holiday camps on the moon. We ... we have to get used to a different notion of the future.'
'And you want Albie to choose his GCSEs based on this *Mad Max*-like vision of the future.'
'Don't tease me. I want him to do subjects that are useful and practical; I want him to do something that will get him a job.'
'You want him to be up in the gilded tower. You want him to have a robot butler.'
'I want him to be successful,' I said. 'Is that a strange ambition for my son?'
'Our son.'
'Our son.'

At that time, Albie was not doing well.

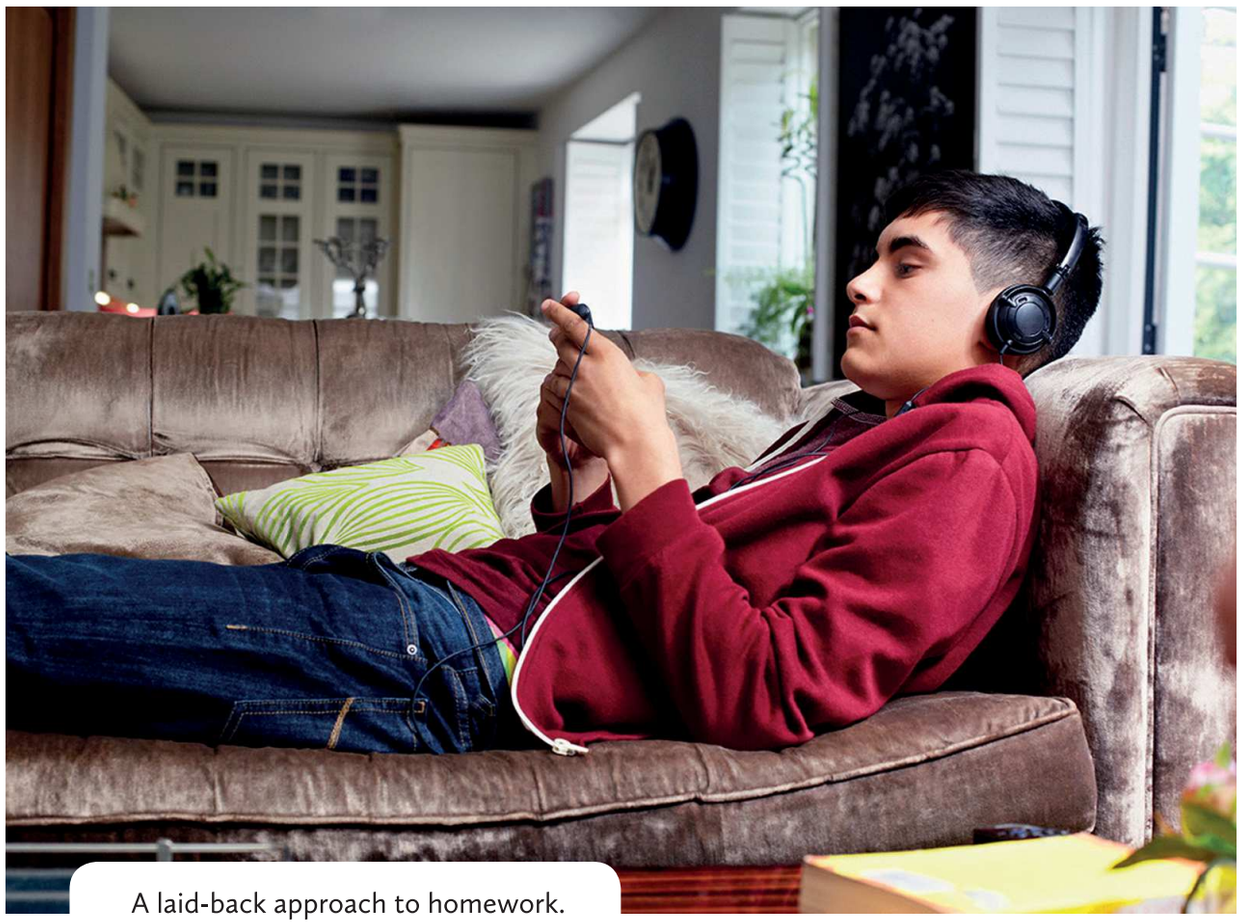
• • •

At school his grades were consistently poor, as were reports of his behaviour. He did not work, he did not concentrate, sometimes he didn't even turn up. Connie, though concerned, took all this in her stride, but I was angered and shocked by it. I had not expected obedience to be genetic but neither had I anticipated these calls from the headmaster's office, these letters home. My own son took me by surprise. He was not what I had expected, was not like me at all. Most hurtfully of all, he seemed to take a perverse pride in this.

I didn't lose my temper, or only every now and then.

• • •

He was smart, sharp, he had a good brain, he just required some structure and application. I assessed the key areas requiring attention, took the matter in hand, and despite my fatigue I'd spend evenings and weekends with him at the kitchen table, working through chemistry, physics and mathematics in what I hoped was a supportive fatherly manner, Connie hovering nearby like a boxing referee.



A laid-back approach to homework.

'How can you not do long division, Albie? It's pretty basic stuff.'
'I can do it, just not in the same way.'
'So you write down four and you carry the three over.'
'That's the bit we don't do any more, the carrying-the-three bit.'
'But that is long division. That's what long division is!'
'Not now it isn't. They do it differently.'
'There's only one way to divide, Albie, and this is it.'
'It isn't!'
'So show me! Show me some other magical way to divide…'
The pen would hover on the paper then be tossed across the table. 'Why can't we just use a calculator?'

I'm not proud to say that a number of those evenings of supportive coaching ended in raised voices and red eyes; the majority of them, perhaps. On one occasion he even punched a hole in his bedroom wall. Not a supporting wall, of course, just a plasterboard partition, but I was shocked nonetheless, especially when I paused to consider that he must have been imagining my face.

But I would not give up on him, I was sure of that. Each night we'd work, then argue. I'd patch things up as best I could and then lie in bed, kept awake by a vision of a boy of Albie's age, Chinese or South Korean, sitting up late and working away at his algebra, his organic chemistry, his computer code; this boy against whom my own son would some day compete for his livelihood.

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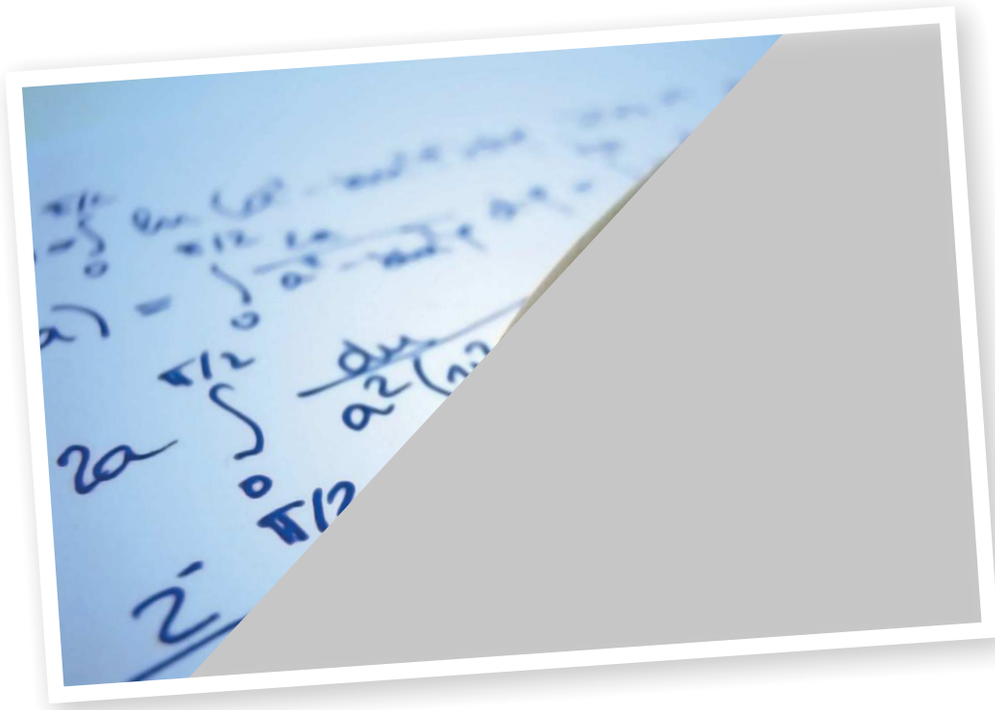


**rebellious** /rɪ'beljəs/ hankala, kapinallinen, kapinoiva
**easy-going** /ˌiːzi'gəuɪŋ/ huoleton, rento
**scenario** /sɪ'nɑːrɪəu/ skenaario, hahmotelma, käsikirjoitus, suunnitelma
**barricade** /ˌbærɪ'keɪd/ linnoittautua, sulkea jnnkn; katusulku
**ration** /ræʃn/ (ruoka)annos; säännöstellä
***see out** /siː aut/ riittää
**unregulated** /ʌn'regjuleɪtɪd/ valvomaton, säätelemätön
**count oneself lucky** /kaunt wʌnself lʌki/ pitää itseään onnekkaana
**toil** /tɔɪl/ raataa, uurastaa, ponnistella; raadanta, aherrus
**barter** /bɑːtə/ käydä vaihtokauppaa, vaihtaa; vaihtokauppa
**currency** /'kʌrənsi/ valuutta
**shack** /ʃæk/ hökkeli, mökki, vaja
**megalopolis** /megə'lɒpəlɪs/ jättiläiskaupunki, kaupunkien yhteensulautuma, megalopolis
**drone** /drəun/ (miehittämätön) lennokki
**typhoon** /taɪ'fuːn/ hirmumyrsky, taifuuni
**freak** /friːk/ omituinen, kummallinen; luonnonoikku
**hailstorm** /heɪlstoːm/ raemyrsky
**commonplace** /kɒmənpleɪs/ yleinen, tavallinen
**literally** /lɪtərəli/ kirjaimellisesti
**gilded** /gɪldɪd/ kultainen, kullattu
**carcinogenic** /ˌkɑːsɪnə'dʒenik/ syöpää aiheuttava
**smog** /smɒg/ savusumu
**privileged** /prɪvɪlɪdʒd/ etuoikeutettu
**bullet-proof** /bulɪtpruːf/ luodinkestävä
**hover** /hɒvə/ leijailla, viipyillä, häräillä, olla kahden vaiheilla; leijuminen
**tinkling** /tɪŋklɪŋ/ helisevä
**hellish** /helɪʃ/ helvetillinen
**stewing** /stjuːɪŋ/ muhiva, hautuva
**poverty** /pɒvəti/ köyhyys
**minstrel** /mɪnstrəl/ trubaduuri, kiertelevä laulaja
**decent** /diːsənt/ asianmukainen, sovelias, kunnollinen
**documentary** /ˌdɒkju'mentəri/ dokumentti (-ohjelma/elokuva)
**hospitable** /hɒs'pɪtəbl/ avoin, vieraanvarainen
**progress** /prəugres, prɒgres/ edistys, kehitys; edetä, kulkea eteenpäin, edistyä, kehittyä
**GCSEs** /ˌdʒiː siː es 'iːz/ Englannissa, Walesissa ja Pohjois-Irlannissa suoritettavat toisen asteen koulutuksen loppukokeet
**tease** /tiːz/ kiusata, kiusoitella, härnätä, ärsyttää; kiusoittelu
**butler** /bʌtlə/ hovimestari
**ambition** /æm'bɪʃn/ päämäärä, kunnianhimo
**stride** /straɪd/ askel; loikata, harppoa
**consistently** /kən'sɪstəntli/ tasaisesti, johdonmukaisesti
**concerned** /kən'sɜːnd/ huolestunut; asianomainen
***take something in one's stride** /teɪk sʌmθɪŋ ɪn wans straɪd/ suhtautua jhk tyynesti
**obedience** /ə'biːdɪəns/ tottelevaisuus
**genetic** /dʒɪ'netɪk/ perinnöllinen, geneettinen
**anticipate** /æn'tɪsɪpeɪt/ aavistaa, ennakoida, odottaa
**headmaster** /ˌhed'mɑːstə/ rehtori
***take by surprise** /teɪk baɪ sə'praɪz/ yllättää
**perverse** /pə'vɜːs/ kieroutunut, uhmaileva, häijy, perverssi
**pride** /praɪd/ ylpeys
***lose one's temper** /luːs wanz tempə/ hermostua, suuttua
**sharp** /ʃɑːp/ terävä
**require** /rɪ'kwaɪə/ tarvita, olla jnkn tarpeessa, vaatia, määrätä
**application** /ˌæplɪ'keɪʃn/ ahkeruus, hakemus, anomus, sovellus
**assess** /ə'ses/ arvioida, nähdä, määrätä
**fatigue** /fə'tiːg/ väsymys, uupumus, väsyminen, väsytys
**supportive** /sə'pɔːtɪv/ tukea antava, kannustava, tuki-
**referee** /ˌrefə'riː/ erotuomari, sovittelija, suosittelija
**long division** /lɒŋ dɪ'vɪʒn/ jakokulma
**carry over** /kæri əuvə/ siirtää
**toss** /tɒs/ heittää, viskata, keikkua, heittelehtiä
**calculator** /kælkjuleɪtə/ laskin
**coaching** /kəutʃɪŋ/ valmennus
**raise** /reɪz/ kohottaa, korottaa, nostaa
**occasion** /ə'keɪʒn/ tapaus
**punch** /pʌntʃ/ iskeä nyrkillä, tökätä, lävistää; nyrkinisku, tälli
**plasterboard** /'plɑːstəˌbɔːd, plæstəbɔːd/ kipsilevy
**partition** /pɑː'tɪʃn/ väliseinä, välilevy, jakaminen, jako
**nonetheless** /ˌnʌnðə'les/ kuitenkin, kaikesta huolimatta
***give up on** /gɪv ʌp ɒn/ lakata uskomasta jhk
**patch up** /pætʃ ʌp/ paikata, korjata, sovitella

INFO BOX

## Examinations in the UK

Comprehensive school students in the UK take GCSE examinations (formerly known as O-levels).

A GCSE (general certificate of secondary education) is a qualification in a specific school subject. Students from ages 14–16 study about ten subjects including maths, English and science. At the end of the course they receive a grade for each subject that they have studied.

Pass grades, from highest to lowest:
A* (pronounced "A-star"), A, B, C, D, E, F, G.
Failed exam: U (ungraded/unclassified)

**8B** **Choose the alternative that is in keeping with the text.**

1 a) Albie's father, Douglas, sees Albie in the future as one of the workers toiling through eighteen-hour days.
b) Douglas is worried about his son's future as Albie's artistic interests may not lead to a successful career.

2 a) Albie's mother, Connie, wants to support their son's ambitions.
b) Connie doesn't think it is important for Albie to take his GCSEs.

3 a) Connie was not worried about his problems at school.
b) Douglas had behaved well at school.

4 a) Douglas wanted to spend some time with his son helping him with his homework.
b) Connie did not want to support the relationship between father and son.

5 a) Doing homework with his father helped Albie to discover his strengths.
b) Douglas wanted his son to be able to compete with hard-working Asian students.

## 8C Answer the questions in English.

1 How does Douglas see his own future?
2 Why does Douglas call imaginary workers in the future lucky?
3 Why does Douglas mention gilded towers?
4 Why does Douglas feel hurt after getting calls and letters from Albie's headmaster?
5 What happened when Douglas was tired but decided to help Albie with his homework?

## 8D "It's a father's duty to give his sons a fine chance." (George Elliot, English novelist)

**Wayne Parker is a fatherhood expert who helps fathers create stronger relationships with their sons. Here is a list of his advice for fathers. Discuss the points and compare them with Douglas's story. How successful is Douglas in following this advice? Suggest how Douglas could handle the situation more effectively.**

1 Develop common interests with your son.
2 Take on a big project.
3 Listen to your son.
4 Don't be afraid of the big talk.
5 Focus on the positive.

**8E** In stories adjectives are often used to create atmosphere or to give people and objects a unique identity. In this extract the first paragraph uses many adjectives, while the latter uses far fewer. Can you think of a reason why?

Which adjectives are opposites?

| | | | | |
|---|---|---|---|---|
| useful | vast | overcrowded | hospitable | privileged |
| joyful | decent | supportive | mutated | unregulated |

1 tiny >< _____

2 controlled >< _____

3 wretched >< _____

4 natural >< _____

5 empty >< _____

6 exploited >< _____

7 low-quality >< _____

8 harsh >< _____

9 unnecessary >< _____

10 neglectful >< _____

## 8F Fill in the gaps by using adjectives from exercise 8E.

1 Parents who spend their free time with their children and helping them with difficult school subjects are _____.

2 Celebrities accepting cocktails from robot waiters are _____ compared to workers who live in tiny shacks.

3 Chemistry, physics and mathematics are practical and _____ subjects that might get you a job later.

4 Douglas sees the future as neither glamorous nor _____.

5 To have a _____ future, Douglas believes you need good grades at school.

6 It's difficult to study languages in _____ classrooms.

7 It's hard to know whether your clothes have been made in _____ factories that fail to pay their workers a living wage.

8 On the day of your graduation you may feel _____.

## 8G All the following idioms appear in the text. Choose the best alternative for the missing part in the sentence. Then translate the sentences into Finnish.

1 The question really took me by...
a) heart b) surprise c) storm

2 Nobody was ready to do the task so I had to take the matter in...
a) mind b) home c) hand

3 My mother wasn't too concerned about the mess, she took it in her...
a) stride b) arms c) sleep

4 My dad takes great... in his golf trophies.
a) action b) pride c) shame

5 When I feel I'm about to lose my... in a meeting, I just leave the room.
a) shirt b) legs c) temper

**8H** What is intelligence? In pairs, discuss what you think makes someone intelligent.

Then, listen and choose the correct alternative in question 1 and 2. Answer question 3. After listening, discuss question 4.

## Genius: A parent's perspective

1 What should parents do if they notice exceptional talent in their infant?
   a) They should let the child be. If the child is a genius, he or she will anyway flourish because of their good genes.
   b) They should support their offspring in their potential as soon as possible.
   c) They should let their child be a child first and take their time to develop.

2 a) Mozart's teacher should not have encouraged him in his career.
   b) Mozart's father should have forced his son to make music with other children.
   c) Mozart should have had more freetime.

3 What does the speaker say about Shakespeare, Einstein and Darwin compared to Nadia Comaneci and Mozart?

_____

_____

4 Considering the advice the speaker gives, what would you do if you noticed that your young child was probably a genius? Discuss with your partner.

**infant prodigy** ihmelapsi

**8I** Choose task A, B or C. Write about 150–250 words.

A Imagine you are Albie. Write his version of the family situation.

B Look into the future. What became of Albie? Write a diary entry in which he recalls how his father tried to teach him maths. OR: Write a diary entry by Albie after trying to study maths with his father.

C "One thing about the future is for sure: it won't be like the present." What do you think about this statement? Are you optimistic or pessimistic about your future?

# UNIT 3

## The cost of living

## Topic 9

# Business news

**The economy depends about as much on economists as the weather does on weather forecasters.**
*(Jean-Paul Kauffmann, French journalist and writer)*

**9A** **Listen to the following pieces of news and answer the questions in English.**

1 Which sectors of the American economy are doing well?
2 What is the percentage of people out of work?
3 Is food going up or down in price?
4 Who benefits from the low interest rates? And who doesn't?

**manufacturing** valmistus, tuotanto
**construction** rakentaminen
**labour market** työmarkkinat
**surge** kasvaa äkillisesti
**interest rate** korko

INFO BOX

### In time or on time?

If something happens **on time** it happens exactly at the planned time.

If something is **in time** it happens before the planned time, or at the last possible moment.

The train left on time: 9:35 AM

9:00 AM → 9:35 AM

IN TIME
We arrived in time to catch the train.

ON TIME
We arrived on time.

## Personal dictionary

**9B** **Read text 9. Find the words below in the text and underline them.**

- First, guess the meaning of the words, then look them up in the vocabulary app if necessary and write them down on p. 108–109.
- Choose 3–5 extra words or phrases and mark them, too.
- Try making sentences with some of the words.

1 go bankrupt
2 influx
3 recession
4 afloat
5 commodity
6 expenditure
7 mutual fund
8 invest in
9 inherently
10 holding

**9C** **The extracts in text 9 deal with various aspects of economics. Can you guess the text type each extract is taken from? Write the correct letter next to the heading.**

A Speech
B Dictionary
C Letter to the editor
D Joke
E Investment advertisement
F News report
G A basic guide to economics
H Novel
I Economics textbook
J Blog on a parenting website

Money men.

## Topic 9 Key text

# All about the money

**The following extracts all deal with some aspect of economics.**

### How can a whole country go bankrupt?

The Greek economy grew again this quarter, largely on the back of a steady influx of tourists.

The good news comes as a welcome relief after the years of recession that followed the credit crisis. Unable to pay its creditors on time, the country went into "default" – the national equivalent of going bankrupt – and was forced to implement a tough program of cuts to public services in order to receive financial assistance from other EU countries.

**1** One reason the Greek government was able to borrow more than it could realistically repay was by falsifying economic data to make the country appear more credit-worthy to international lenders.

### What is the poverty trap?

Ladies and gentelemen, let's put a stop to this government's war on the poor. They say that people don't want to work, that they get more in benefits than some workers take home in wages. Take away their benefits, they say, and those claimants will have a reason to find employment.

If only it were that simple. The truth is that the vast majority of benefit claimants are already in work. They suffer from low pay and increasing costs of living. That's why it's impossible for many people to live off their wages alone. And now this government is going to cut the very benefits that keep them afloat. All in the name of austerity! It is the job of government to help people out of poverty, not lock them into it.

Thank you for listening.

## What is offshore banking?

Imagine the following situation. Your son puts his money in a piggy bank which you can check. This means you can see how much he spends and how much he saves. Now one day, he decides that he doesn't want you checking his piggy bank, so he gets an extra one and goes over to Vicky's house. Vicky's mum is always busy and doesn't have time to check her daughter's piggy bank, so your son can hide his in Vicky's room. Now your son has a secret piggy bank that you don't know about.

The other kids in the area think this is a great idea, and soon Vicky's house is full of secret piggy banks. This is basically how offshore banking works.

## What is a mortgage?

Noun. **2** A legal agreement between a debtor and a creditor where property is offered as security for a money debt. If the debt is not paid in the time agreed, the creditor may sell the land and pay himself out of the proceeds.

From the Old French "mort" (dead) and "gage" (pledge).

## What is the relationship between supply and demand?

**Light pollution:** "Time to reclaim the stars" your November 2 editorial about the need to reconnect with the beauty of the night sky, is on the mark.

As you observed, increasing light pollution from our towns and cities means that 80% of North Americans no longer experience real darkness. I too worry about a new generation of children growing up without that sense of wonder that the night sky provokes.

It may interest your readers to know that canny Scandinavian businesses have come up with a solution to the problem. They are selling darkness – a commodity they have in abundance – so visitors are able to see the night sky in all its glory. Rent a glass igloo in the forest and you can spend the whole night marvelling at the glittering constellations overhead.

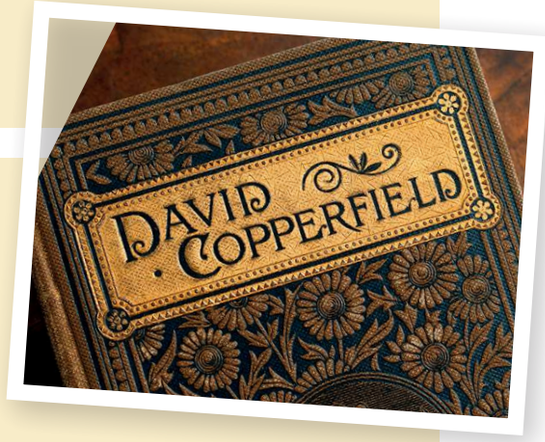
Eileen Pickering, Washington →

## What is meant by the expression "living beyond your means"?

"My dear young friend," said Mr. Micawber, "I am older than you; a man of some experience in life. My advice ... Annual income twenty pounds, annual expenditure nineteen pounds nineteen shillings and sixpence, result happiness. Annual income twenty pounds, annual expenditure twenty pounds and six, result misery."

To make his example the more impressive, Mr. Micawber drank a glass of punch with an air of great enjoyment.

© From *David Copperfield* Chapter 12 by Charles Dickens




## What is laissez-faire economics?

*Question:* How many free market economists does it take to change a light bulb?
*Answer:* None. They simply wait for the invisible hand of the market to correct the problem.

## How many ways are there to organise an economy?

There are four basic types of economic system.

*The traditional economy:* This is the oldest type of economy and operates in areas closely tied to the land, usually through farming. The term often describes the economies of developing countries.

*The command economy:* Here the economic system is largely controlled by a centralized government which makes the decisions about the production and consumption of goods and services.

*The market economy:* **3** In a free market economy, firms and households act in their own self-interest to determine how resources get allocated, what goods get produced and who buys the goods.

*The mixed economy:* This is the most common economic system in the world today. It is basically a market-based economic system with limited government involvement.

## What causes inflation?

My daughter has learned some useful economics from playing *World of Warcraft*. For example, players use virtual gold to buy all their in-game items – from a haunch of meat to the coveted traveller's tundra mammoth. But there's no limit to the amount of gold you can get, and of course, the more you have of something the less it's worth. **4** Items that used to sell for less than one gold some years ago, now cost ten times that price.

## What is a mutual fund?

This is ideal for the inexperienced investor. It is basically a trust that pools the savings of a number of investors who share a common financial goal. It offers you the following benefits:

*Access to professional money managers:* Your money will be managed by our experienced fund managers using advanced scientific and mathematical techniques.

*Diversification:* **5** Because you'll be investing in a number of companies across a broad range of industries you won't be putting "all your eggs in one basket". This inherently minimizes risk.

*Liquidity:* Investors can sell their holdings at any time without worrying about finding a buyer at the right price.

***go bankrupt** /gəu bæŋkrʌpt/

---

**economy** /ɪ'kɒnəmi/ talous, kansantalous
**quarter** /kwɔːtə/ vuosineljännes, neljäsosa; jakaa neljään osaan, majoittaa
**steady** /stedi/ vakaa; vakauttaa
**influx** /ɪnflʌks/

---

**relief** /rɪ'liːf/ helpotus
**recession** /rɪ'seʃn/

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**credit crisis** /kredɪt kraɪsɪs/ luottokriisi
**creditor** /kredɪtə/ velkoja, luoton-/lainanantaja
**default** /dɪ'fɔːlt/ velan takaisinmaksun laiminlyönti; oletus
**equivalent** /ɪ'kwɪvələnt/ vastaava, samanarvoinen
**implement** /ɪmplɪmənt/ toteuttaa, panna täytäntöön; väline, työkalu
**public services** /pʌblɪk sɜːvɪsɪs/ julkiset palvelut
**financial** /faɪ'nænʃl/ taloudellinen, talous-
***repay, repaid, repaid** /rɪ'peɪ, rɪ'peɪd, rɪ'peɪd/ maksaa takaisin
**falsify** /fɔːlsɪfaɪ/ väärentää, vääristellä
**lender** /lendə/ luoton-/ lainanantaja
**trap** /træp/ ansa, loukku; ansoittaa
**benefit** /benɪfɪt/ avustus, etuus, tuki; hyötyä
**claimant** /kleɪmənt/ korvauksenhakija, vaatimuksen esittäjä
**increase** /ɪn'kriːs/ kasvaa, lisääntyä; kasvu, nousu
**costs of living** /kɒsts əv lɪvɪŋ/ elinkustannukset
**afloat** /ə'fləut/

---

**austerity** /ɒ'sterɪti/ säästöt, tiukka taloudenpito
**offshore banking** /ˌɒf'ʃɔː bæŋkɪŋ/ offshore-pankkitoiminta, ulkomaille ulkoistettu pankkitoiminta, ulkomaille erityisesti verotuksellisista syistä sijoitettu pankkitoiminta
**piggy bank** /pɪgi bæŋk/ säästöpossu
**mortgage** /mɔːgɪdʒ/ asuntolaina
**legal** /liːgl/ lakisääteinen, oikeudellinen, laillinen
**agreement** /ə'griːmənt/ sopimus, yhteisymmärrys
**debtor** /detə/ velallinen, luotonottaja, luotonsaaja
**property** /prɒpəti/ omaisuus, kiinteistö
**debt** /det/ velka
**proceeds** /prəusiːdz/ tuotto
**pledge** /pledʒ/ lupaus, pantti; sitoutua
**supply** /sə'plaɪ/ tarjonta; tarjota
**demand** /dɪ'mɑːnd/ kysyntä; vaatia
**reclaim** /rɪ'kleɪm/ vaatia takaisin; jnkn vaatiminen takaisin
**on the mark** /ɒn ðə mɑːk/ ajankohtainen, oikeassa paikassa
**light pollution** /laɪt pə'luːʃn/ valosaaste
**provoke** /prə'vəuk/ saada aikaan, yllyttää, lietsoa
**canny** /kæni/ varovainen
**solution** /sə'luːʃn/ ratkaisu
**commodity** /kə'mɒdɪti/

---

**in abundance** /ɪn ə'bʌndəns/ runsaasti
**glory** /glɔːri/ loisto, kunnia, suuruus
**marvel** /mɑːvl/ ihmetellä, ihailla, hämmästellä
**glitter** /glɪtə/ kimaltaa, välkkyä; kimallus, säihke
**constellation** /ˌkɒnstə'leɪʃn/ tähtikuvio, tähdistö
**beyond** /bɪ'jɒnd/ yli
**annual** /ænjuəl/ vuosittainen, jokavuotinen
**income** /ɪnkʌm/ ansiotulot
**expenditure** /ɪk'spendɪtʃə/

---

**misery** /mɪzəri/ kurjuus, kärsimys
**laissez-faire** /ˌleɪseɪ 'feə/ laissez-faire-politiikka, asioihin puuttumattomuuden periaate
**light bulb** /laɪt bʌlb/ lamppu, hehkulamppu
**economic system** /ˌiːkə'nɒmɪk sɪstəm/ talousjärjestelmä
**operate** /ɒpəreɪt/ toimia, suorittaa, käyttää konetta
**developing countries** /dɪ'veləpɪŋ kʌntriːz/ kehitysmaat, kehittyvät maat
**command** /kə'mɑːnd, kə'mænd/ komento, käsky; komentaa, käskeä
**centralize** /sentrəlaɪz/ keskittää, yhtenäistää
**consumption** /kən'sʌmpʃn/ kuluttaminen, kulutus
**household** /haushəuld/ kotitalous, koti-
**self–interest** /ˌself'ɪntrəst/ oma etu, itsekkyys
**allocate** /ələkeɪt/ varata, jyvittää, kohdistaa
**market-based** /mɑːkɪt beɪst/ markkinapohjainen, markkinoihin perustuva
**involvement** /ɪn'vɒlvmənt/ osallistuminen

**inflation** /ɪnˈfleɪʃn/ inflaatio, rahan ostovoiman heikkeneminen
**item** /aɪtəm/ esine; kohta
**haunch of meat** /hɔːntʃ əv miːt/ reisipaisti; yksi World of Warcraft -pelissä käytettävistä esineistä
**covet** /kʌvɪt/ ahnehtia, haluta, himoita
**mutual fund** /mjuːtʃuəl fʌnd/

---

**investor** /ɪnˈvestə/ sijoittaja
**trust** /trʌst/ rahasto, järjestö; luottamus, usko; luottaa, uskoa

**pool** /puːl/ vetää yhteen; allas
**diversification** /daɪˌvɜːsɪfɪˈkeɪʃn/ erilaistaminen
**invest in** /ɪnvest ɪn/

---

**inherently** /ɪnˈhɪərəntli/

---

**liquidity** /lɪˈkwɪdɪti/ maksuvalmius, likviditeetti
**holding** /həuldɪŋ/

---

INFO BOX

## French words in English

English borrows many words directly from French.
Here are some common examples.

| French | Meaning | |
|---|---|---|
| à la carte | *on the menu* | Ordering individually priced items from a menu rather than a fixed-price meal. |
| au pair | *as help* | A young person living with a family to help look after their children. |
| bon appétit | *good appetite* | The closest English equivalent is "Enjoy your meal". |
| déjà vu | *already seen* | The feeling you have already seen or done something you haven't. |
| en route | *on route* | On the way. |
| en suite | *one after another* | A bathroom connected to a bedroom. |
| femme fatale | *deadly woman* | An attractive woman who lures men into dangerous situations. |
| haute couture | *high sewing* | High-class, fancy (and expensive) fashion. |
| joie de vivre | *joy of living* | The quality in people who live life to the fullest. |
| laissez-faire | *let it be* | A policy of non-interference. |
| nouveau riche | *new rich* | Negative term for someone who has recently come into money. |
| RSVP; Répondez, s'il vous plait. | *Please respond.* | Written on invitations. |

## 9D Answer the questions in Finnish.

1 Miksi Kreikka teki konkurssin?
2 Millaiset ihmiset joutuvat köyhyysloukkuun, ja miten?
3 Selitä käsite *offshore banking*?
4 Miten tekstissä selitetään kysynnän ja tarjonnan suhde?
5 Miten komentotalousjärjestelmä ja sekatalousjärjestelmä eroavat toisistaan?
6 Miksi sijoitusrahasto sopii kokemattomalle sijoittajalle? Mainitse kaksi syytä.

## 9E Some sentences in the text are underlined. Translate them into Finnish.

## Phrase hunt

## 9F Find the following expressions in the text.

1 Pystymättä maksamaan velkojilleen

_____

2 saadakseen taloudellista apua _____

3 laitetaan tälle loppu _____

4 Kunpa se olisi niin yksinkertaista

_____

5 elinkustannusten kasvu _____

6 Kaikki vain tiukan taloudenpidon nimissä

_____

7 ovat löytäneet ratkaisun _____

8 kaikessa loistossaan _____

9 tavaroiden ja palvelujen tuottaminen ja kuluttaminen

_____

10 joilla on yhteinen taloudellinen tavoite

_____

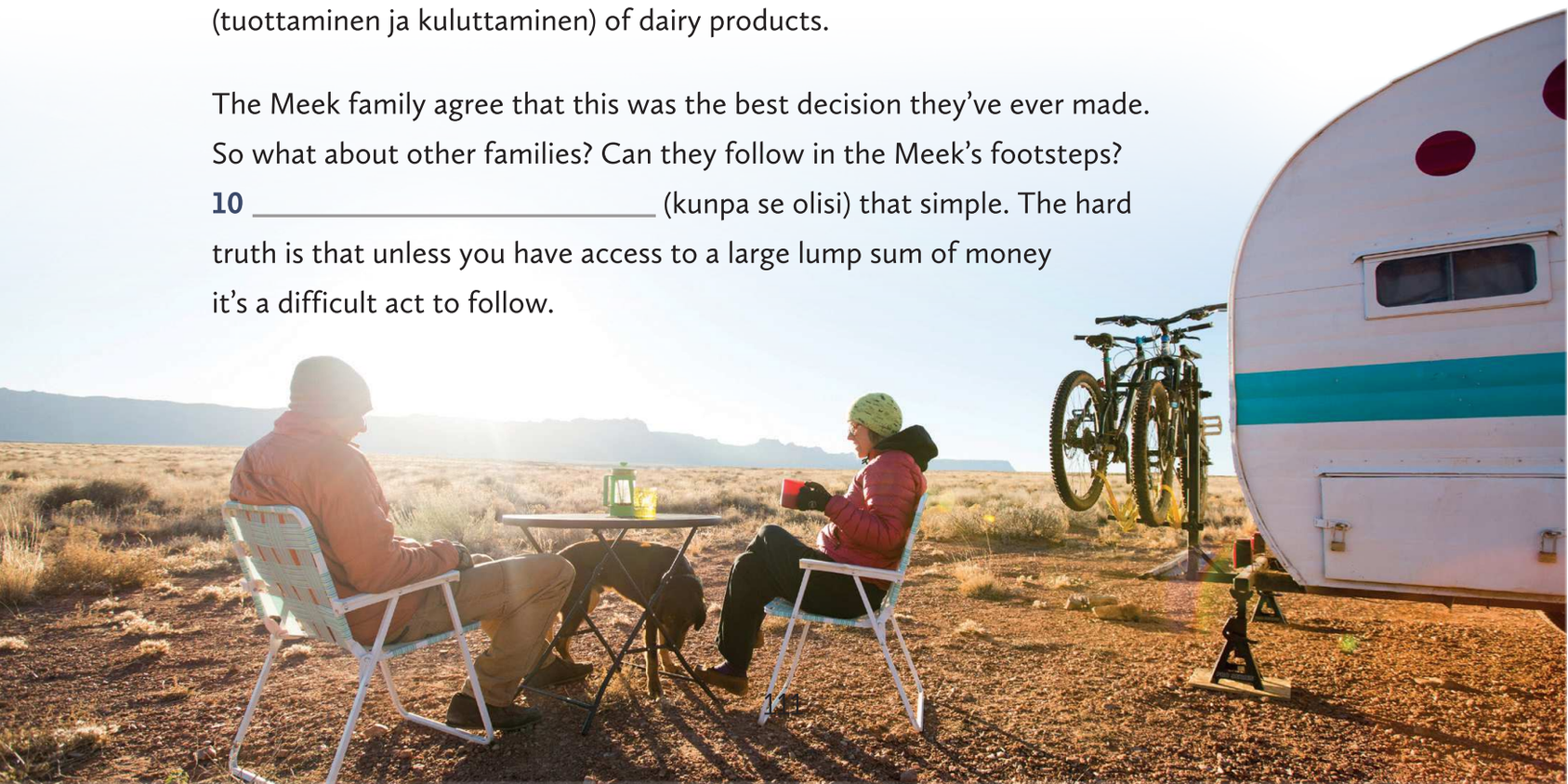
## 9G Fill in the gaps with the help of the Finnish clues. All the expressions are from exercise 9F. You may have to change them a little.

### A moving classroom

Tim and Kerry Meek felt trapped. They were working too hard and not spending enough time with their children. **1** _____ (pystymättä) find a satisfactory balance between work and family life they **2** _____ (löysivät) a novel solution: sell the house, take the children out of school and set off on a round-Britain tour in their caravan.

**3** _____ (järjestääkseen) this they had to convince the school inspectors that the planned year-long trip was **4** _____ (vain koulutuksen nimissä). It didn't mean **5** _____ (lopun laittamista) their daughters' schooling – just moving it outside the classroom. Being teachers, they both **6** _____ the education office's _____ (oli yhteinen tavoite) of improving the literacy and numeracy of their children. However, they wanted to use the great outdoors as a classroom, rather than a stuffy schoolroom. Instead of reading about geography in books, their daughters could experience the landscape **7** _____ (kaikessa loistossaan). And by making the children keep a record of each day's spending, they could learn about the **8** _____ (elinkustannukset). History was learned from visits to historical sites, while a stay on the farm taught the children about the **9** _____ (tuottaminen ja kuluttaminen) of dairy products.

The Meek family agree that this was the best decision they've ever made. So what about other families? Can they follow in the Meek's footsteps? **10** _____ (kunpa se olisi) that simple. The hard truth is that unless you have access to a large lump sum of money it's a difficult act to follow.



**9H** In pairs, make your own sentences using the expressions in exercise 9F. Five sentences for each.

**9I** Choose the correct alternative. Some of the expressions are from exercise 9F.

Final exam focus

The **1** ____ situation in the country continues to deteriorate. **2** ____ domestic product (GDP) is well below the OECD average and the production of **3** ____ and services has fallen for the third month running. Meanwhile, the increasing cost of **4** ____ is squeezing low-income families.

The situation is so serious **5** ____ politicians have **6** ____ with a series of job creation schemes. However, many people are leaving the country **7** ____ find work.

The opposition party insists that the government spend more money on training, a strategy the Prime Minister rejected. "If only it **8** ____ so easy," she said, "we would spend the money tomorrow." She argued that the real problem was productivity, and that **9** ____ one way or another, a solution **10** ____ to address this problem.

**GDP** BKT, bruttokansantuote

| | | | | |
|---|---|---|---|---|
| 1 | a) economical | b) economy | c) economist | d) economic |
| 2 | a) Grand | b) Gross | c) Great | d) General |
| 3 | a) items | b) goods | c) equipment | d) things |
| 4 | a) life | b) stuff | c) living | d) houses |
| 5 | a) which | b) what | c) that | d) – |
| 6 | a) come down | b) come | c) come up | d) coming up |
| 7 | a) in order to | b) so that | c) that to | d) in order |
| 8 | a) was being | b) has been | c) had been | d) were |
| 9 | a) On | b) – | c) With | d) At |
| 10 | a) has been found | b) had found | c) must find | d) had to be found |

**9J** Go online and find an example of one of the following concepts affecting people's real lives. It might be a news story or a moment from history.

- the poverty trap
- offshore banking
- mortgage
- supply and demand
- living beyond one's means
- laissez-faire economics
- a command economy
- inflation

**Form small groups and present your story.**

Example

I found a story about this man – Mr Harris – who took out a mortgage to buy his house. And then he lost his job because there was a recession. He had to sell the house, but there was a problem...

**9K** Match the opposites.

| | | | |
|---|---|---|---|
| 1 | supply _____ | A | lend |
| 2 | credit _____ | B | solvent |
| 3 | income _____ | C | decrease |
| 4 | recession _____ | D | production |
| 5 | bankrupt _____ | E | deflation |
| 6 | consumption _____ | F | boom |
| 7 | increase _____ | G | expenditure |
| 8 | centralised _____ | H | demand |
| 9 | inflation _____ | I | cash |
| 10 | borrow _____ | J | market-based |

**9L** **Listen to the following five stories about money and answer the questions in Finnish. You will hear each story only once.**

Final exam focus

1 Miten pankkiautomaattia tarkkailtiin, ja miten tekijälle kävi?
2 Miten Dohertyn yritys eroaa monista nykyajan yrityksistä, ja miten isoäiti liittyy yritykseen?
3 Miten West maksoi laskunsa, ja mikä oli lopputulos?
4 Millainen rahan ja onnellisuuden suhde on uuden tutkimuksen mukaan, verrattuna aikaisempaan käsitykseen?
5 Onko setelien nykyinen arvo nousussa vai laskussa, ja miksi?

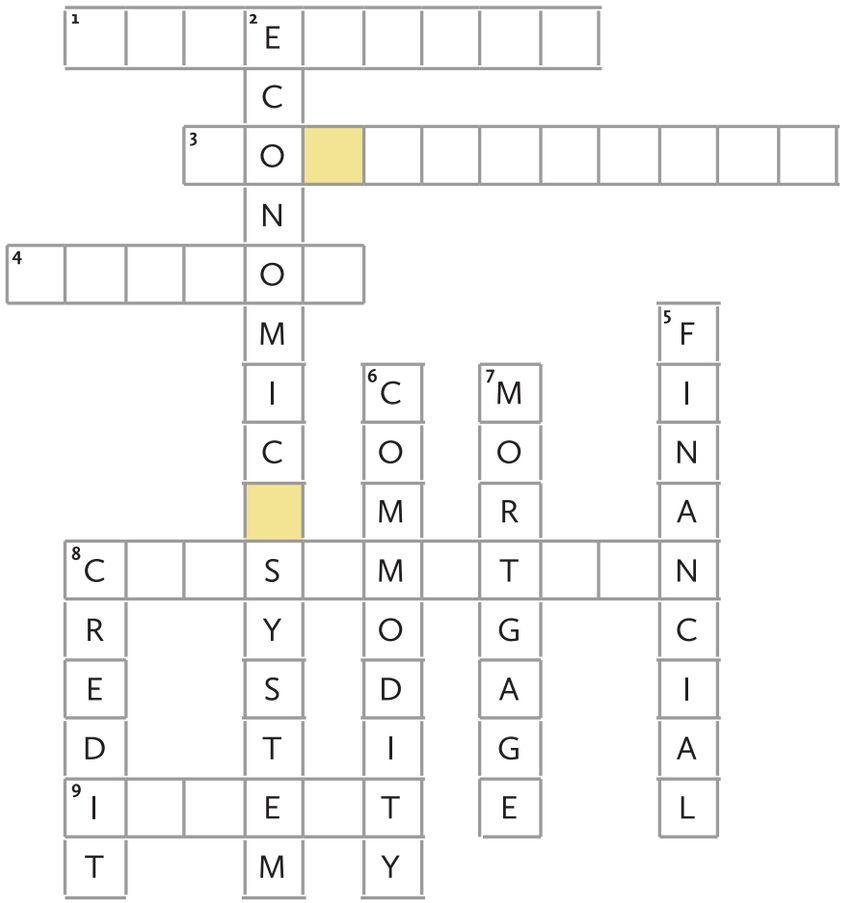
**9M** **Look at the underlined words in each sentence. Choose the correct one.**

1 When the firm went bankrupt / financial the factory had to close.
2 The dollar is worth less these days because of inflation / investment.
3 At Data Solutions Inc, our most valuable commodity / demand is information.
4 He lost his job in the benefit / recession and hasn't worked since.
5 If you don't reclaim / repay your auto loan the bank will take your car.
6 To save money, the city decided to cut GDP / public services.
7 The rise in national income led to an increase in consumption / supply.
8 They sold their household / property in London and moved to the countryside.
9 The firm was forced to lay off workers in order to cut expenditure / austerity.
10 Our old products are no longer selling. We need to think about diversification / liquidity.

**9N** **Talking crossword. You and your partner both have the same crossword, but half of the words are missing in each version. Give each another clues to fill in the missing words.**

Student A: Use the crossword on this page. Student B: Turn to page 184.

Example: Student A: Could you give me a clue about 4 across?
Student B: Certainly. Imagine you come to a lesson without a pen. You can ask the person sitting next to you to...
Student A: Lend me a pen?
Student B: Yes, but what's the opposite of lend?




**9O** **Choose task A, B or C. Write about 150–250 words.**

A The subject of money
Should schools give students lessons in how to handle money?

B Living beyond your means
Your friend is living beyond his/her means. What advice would you give him/her about saving money?

C "Never spend your money before you have earned it." (Thomas Jefferson)
To what extent do you agree with this statement?

## Topic 10

# Making money

They say money talks. Mine just waves goodbye.
*(Online meme)*

**10A** **Sweet charity. Work in pairs. Listen to the following conversation. Summarise the three main points in the text. Then in pairs discuss the following questions.**

1 Do you think the rich have an obligation to give money to charity?
2 How would you invest your money if you won a million euros in the lottery?
3 Would you ever give money to charity? If yes, which charity and why? If no, why not?

## Personal dictionary

**10B** **Read text 10. Find the words below in the text and underline them.**

- First, guess the meaning of the words, then look them up in the vocabulary app if necessary and write them down on page 120.
- Choose 3–5 extra words and mark them, too.
- Try making sentences with some of the words.

1 in a nutshell
2 guarantee
3 unearth
4 rare
5 gem
6 bizarre
7 bankruptcy
8 stockbroker

**10C** **While reading or listening to text 10, guess the meaning of the words in pink.**

Lucky clover.

## Topic 10 Key text

# The economy and you: how to get rich

**Money isn't everything, and by itself, it won't make you happy. But who amongst us hasn't longed to make a ton of money at some point in our lives? The writer Gertrude Stein famously wrote: "I do want to get rich but I never want to do what there is to do to get rich." And there, in a nutshell, is the question. What are you prepared to do to get rich?**

Traditionally, you become rich in three ways: you either **inherit** a lot of money, or you work hard, or you get lucky. Forget about the first option. If you're born with a silver spoon in your mouth, you don't have to think about how to get rich. And let's forget about the second option too. While it is true up to a point, hard work does not guarantee a healthy bank account, no matter what your parents tell you. That leaves us with option three: how to get rich the lucky, lazy, fun way. The internet is **littered with** get-rich-quick suggestions, and here are just a few of the many interesting options. Of course, this won't necessarily guarantee you a place at the table of the top 5% either, but you might just get lucky.

### Buy Junk

Every now and then, almost everyone will walk around a flea market or **a thrift store** where a large sign promises great deals. We'll **rummage** through the items on offer to see what fabulous treasures we can unearth. Okay, nine times out of ten the items are less than fabulous, but on occasion there may be that really rare antique stamp, or that unsigned Rembrandt-style painting that catches your eye. We quickly grab it before someone else notices it, and hope that it could be worth way more than the ten dollars we paid for it. And it *does* happen. Michael Sparks bought a very rare, **tattered** old copy of the Declaration of Independence at a thrift store in Nashville for less than $3, a fraction of what it was worth. It was later valued at over a quarter of a million dollars.

**1** a) you receive your parents' money
b) you receive your parents' genes

**2** a) is full of
b) is left lying untidily

**3** a) a huge department store
b) a second-hand shop

**4** a) search
b) arrange

**5** a) dirty
b) rugged

→

## Life's a beach

If you're an outdoorsy sort of person, have a lot of time on your hands, and live near a beach, this may be the perfect task for you. Buy yourself a metal detector, a hat and some sunscreen, and start searching. Search for what, you ask? Gold, silver, precious gems, coins, antiques, that's what! They were carried in the holds of ancient ships that got shipwrecked in the past. Think about tides, time, winds, earthquakes, bringing who knows what valuables onto the beach, just waiting for you and your metal detector. Also, more prosaically, think of all the jewelry and coins people **annually** lose on the beach. Wandering the shore in search of buried treasure may be a little time consuming, but let's face it, there are worse ways of spending your days. And Lady Luck may just smile upon you.

**6** a) every day
b) every year

## Why didn't I think of that?

Have you ever seen something advertised and found yourself thinking "now why didn't I think of that?" Take rocks, for example. Specifically, Pet Rocks. Gary Dahl was in a bar listening to his friends complaining about the responsibilities of pet ownership, when he had an aha moment: why not sell rocks as a sort of **low-maintenance** pet? Bizarre as this may seem, Gary sold 1.5 million Pet Rocks in one year. With almost no **overheads**, and at $4 per rock, Gary's crazy idea made him very rich indeed.

**7** a) undemanding
b) cheap

**8** a) extra employees
b) extra costs

Or take Ken Ahroni's plastic Lucky Break Wishbone, which always breaks into two even pieces no matter how you pull it. If both parties get an even piece, it means both parties get a wish, so everyone is happy! Happiest of all, of course, is Ken Ahroni, who has become filthy rich selling millions of plastic wishbones over Thanksgiving.

### Be a guru

Supply and demand is the fundamental rule of economics. If many people demand something that you can supply, like Gary's Pet Rocks for example, you've basically got a license to print money. If many people offer something that only some people want, well, that's not business, that's bankruptcy. What does this have to do with being a guru, you ask? Well, a guru may supply answers to the sort of questions that people demand answers to. Such as "What is the meaning of life?" and "How to be happy?" If you become a guru, supplying what people want in this mystical way, you don't even have to ask for money. Your adoring followers will happily hand it over to you. You will make money hand over fist.

### Hit the lottery

This is, by far, the laziest way to get rich quick. There is only one **snag**: you have a better chance of getting struck by lightning than winning the national lottery. Still, it can be done. In August 2016, a family from Wales won an incredible £61 million. Buying the lottery ticket is stress-free, and if the odds are in your favor, becoming a millionaire will be as easy as pie.

**9** a) hidden obstacle
b) benefit

### The stock market

Some (usually the aforementioned 5% at the top of the pile, and stockbrokers) will disagree, but when it comes to taking a gamble, playing the lottery and investing in the stock market have a lot in common. At least lottery tickets are relatively cheap. You can lose a great deal of money on the stock market if you're not careful. There are some reliable blue-chip stocks, shares from companies that are household names or market leaders, but blue-chip stocks are very expensive. Less expensive shares are available, but they are usually businesses that are just starting up. Since you don't know whether the company will **thrive or tank**, you take a huge risk investing your money in these startups.

On the other hand, in the stock market as in life, nothing ventured, nothing gained.

**10** a) live or let die
b) prosper or die

**long** /lɒŋ/ ikävöidä, kaihota; kauan; pitkä
**in a nutshell** /ɪn ə nʌtʃel/

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**inherit** /ɪn'herit/ periä
**silver spoon** /sɪlvə spuːn/ hopealusikka
**guarantee** /ˌgærən'tiː/

---

**littered with** /lɪtəd wɪð/ täynnä jtkn
**flea market** /fliː mɑːkɪt/ kirpputori
**thrift store** /θrɪft stɔː/ kirpputori, kierrätyskauppa
**rummage** /rʌmɪdʒ/ penkoa, myllätä
**item** /aɪtəm/ tavara, esine, juttu, kohta
**on offer** /ɒn ɒfə/ tarjolla
**fabulous** /fæbjuləs/ mahtava, upea
**treasure** /treʒə/ aarre
**unearth** /ʌn'ɜːθ/

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**on occasion** /ɒn ə'keɪʒn/ silloin tällöin
***catch the eye** /kætʃ ði aɪ/ saada/herättää huomiota
**grab** /græb/ napata, tarttua
**rare** /reə/

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**tattered** /tætəd/ repaleinen
**fraction** /frækʃn/ murto-osa; jakaa
**value** /vælju:/ arvioida; arvo
**outdoorsy** /ˌaut'dɔːzi/ ulkona viihtyvä
**metal detector** /metl dɪ'tektə/ metallinpaljastin
**gem** /dʒem/

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**antique** /æn'tiːk/ antiikkiesine; antiikkinen
**ancient** /eɪnʃənt/ ikivanha
**shipwreck** /ʃɪprek/ haaksirikkoutua; haaksirikko, laivanhylky
**tide** /taɪd/ vuorovesi
**valuables** /væljuəblz/ arvoesineet
**prosaically** /prəu'zeɪɪkli/ proosallisesti, arkipäiväisesti

**annually** /ænjuəli/ vuosittain
**low-maintenance** /ləu meɪntənəns/ helppohoitoinen
**bizarre** /bɪ'zɑː/

---

**overheads** /əuvəhedz/ kiinteät kustannukset
**wishbone** /wɪʃbəun/ toivomusluu
**filthy rich** /fɪlθi rɪtʃ/ upporikas
**supply** /sə'plaɪ/ tarjonta; tarjota, varustaa
**demand** /dɪ'mɑːnd/ kysyntä; vaatia
**fundamental** /ˌfʌndə'mentl/ perustavanlaatuinen, keskeinen, tärkeä
**bankruptcy** /bæŋkrʌptsi/

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**adoring** /ə'dɔːrɪŋ/ ihaileva, palvova
**hand over** /hænd əuvə/ ojentaa, antaa
**hand over fist** /hænd əuvə fɪst/ nopeasti
**lottery** /lɒtəri/ lotto, arpajaiset, arvonta
**snag** /snæg/ pulma, juju; napata
**incredible** /ɪn'kredəbl/ uskomaton
**lottery ticket** /lɒtəri tɪkɪt/ arpalippu
**odds** /ɒdz/ todennäköisyys
**easy as pie** /iːzi æz paɪ/ helppoa kuin heinänteko
**stock market** /stɒk mɑːkɪt/ osakemarkkinat, pörssi
**aforementioned** /əˌfɔː'menʃənd/ edellämainittu
**stockbroker** /stɒkbrəukə/

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**blue-chip stock** /bluːtʃɪp stɒk/ tuottava/vakavarainen osake
**share** /ʃeə/ osake, osuus; jakaa
**household** /haushəuld/ kotitalous
**market leader** /mɑːkɪt liːdə/ markkinajohtaja
**thrive** /θraɪv/ menestyä
**tank** /tæŋk/ romahtaa, pudota; säiliö, panssarivaunu
**startup** /stɑːtʌp/ aloittava yritys
**venture** /ventʃə/ uskaltautua, rohjeta; liiketoimi; seikkailu
**gain** /geɪn/ saavuttaa, saada; kasvu, hyöty

**10D** **After reading text 10, discuss the following in pairs or in small groups.**

1 According to the text, what are the three traditional ways to become rich?
- Do you agree?

2 How can you become rich by buying junk?
- Do you own something valuable, or does your family have something that you think may become valuable in the future?

3 In what way can you become rich on the beach?
- What do you think you would find on the beach if you had a go?

4 In what way does the writer suggest you can become rich by being a guru?
- Do you know any gurus that have made lots of money? What are the questions people may want answers to at the moment?

5 What inventions of Gary and Ken earned them lots of money?
- Do you have a brilliant money-making idea? Explain your idea briefly.

6 What do the lottery and investing in the stock market have in common?
- Do you know any lottery winners? What did they do with their money?
- Do you, or people you know, have any experience of investing money in the stock market?

**10E** **Read text 10 once again. List the main points (10) in the text and write a summary of 150 words in Finnish. See the online *How to write* section for instructions.**

Final exam focus

## Phrase hunt

**10F** **Find the following expressions in the text.**

1 sinua saattaa onnistaa _____

2 tarjolla olevat tavarat _____

3 murto-osa siitä, minkä arvoinen se oli

_____

4 saattaa olla vähän aikaa vievää

_____

5 vaikka miten vedät sitä _____

6 Kysyntä ja tarjonta _____

7 jos onni on sinulle myötäinen _____

8 mitä tulee riskin ottamiseen

_____

## 10G Translate the sentences into English. The expressions in exercise 10F may help you.

1 Jos onni on minulle myötäinen, saatan löytää jotain ostamisen arvoista kirpputorilta.
2 Minua onnisti siellä viime viikolla. Tarjolla olleet vaatteet olivat todella upeita ja hyvin halpoja.
3 Kirpputoreilla käyminen saattaa olla todella aikaa vievää, mutta mitä tulee rahan säästämiseen, ne ovat parhaita paikkoja käydä ostoksilla.
4 Vaikka yritän miten kovasti, en koskaan näytä löytävän sieltä mitään arvokasta.

## 10H Replace the underlined parts in the following sentences with a similar expression from the text. The expressions are underlined in text 10. You may need to change the expression a little.

1 My friend Paloma had nothing much to do at that time, so she thought of starting her own business. She asked me to be her partner.

2 We drew up a good business plan, and to our surprise we were making a lot of money very quickly.

3 Paloma's father gave her some good advice. He said: "If you do not take risks, you will never accomplish anything."

4 Well, he would know, I guess. Following his advice, we actually found that running our business was very easy.

5 Of course, Paloma did not have to worry about money because she was born into a filthy rich family.

6 The paintings at Paloma's house certainly got my attention when I first went there. I never realised that her father was Picasso.

## 10I Work in pairs or in small groups. Rearrange the words to get sensible sentences. All the sentences are from the text. Translate the sentences into Finnish.

1 not bank work guarantee Hard a healthy account does

2 smile upon may you Lady Luck just

3 him idea indeed crazy Gary's made rich very

4 you're stock can a great of lose on the market if deal careful You money not

5 economics fundamental and is the of Supply demand rule

## 10J Economics 156. Choose A or B.

A Listen to the following lecture by an economics professor. Take notes while listening. Then write a summary of 80 words in Finnish based on your notes. See the online *How to write* section for instructions.

Final exam focus

B While listening, decide whether the following statements are true or false.

| | | True | False |
|---|---|---|---|
| 1 | A poor government employee in northern India won over a million dollars on a TV show. | | |
| 2 | His salary had been less than €150 per month. | | |
| 3 | Elon Musk left the PhD programme because he thought it was inferior and old-fashioned. | | |
| 4 | Musk used the money he made selling his first company to start his next company called Zip2. | | |
| 5 | Rob and Paul Forkan had no business experience when they started their company. | | |

**10K** Find twelve words that are hidden in the grid. They all appear in text 10.

1 ikivanha _____

2 kysyntä _____

3 periä _____

4 lotto _____

5 ulkoilmassa viihtyvä _____

6 aloittava yritys _____

7 tarjonta _____

8 romahtaa _____

9 menestyä _____

10 aarre _____

11 uskaltautua _____

12 pörssivälittäjä _____

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | F | S | E | H | K | D | D | C | S | E | T | L | V |
| G | N | S | H | A | L | L | E | P | S | I | T | E | K |
| J | I | C | K | I | T | E | M | E | U | K | N | T | S |
| L | S | N | I | M | O | O | A | E | N | T | H | H | P |
| S | T | O | C | E | R | O | N | R | U | R | E | R | E |
| W | A | T | I | S | N | U | D | R | H | E | L | I | N |
| I | N | H | E | R | I | T | E | J | I | A | P | V | F |
| A | K | F | L | O | W | D | F | O | T | S | M | E | Y |
| I | R | H | A | D | Y | O | A | U | H | U | E | H | R |
| P | I | D | O | L | L | O | C | T | E | R | Y | A | E |
| H | S | I | P | S | U | R | E | O | R | E | O | S | T |
| K | E | P | U | L | L | S | T | A | R | T | U | P | T |
| Z | U | H | U | L | L | Y | R | U | N | T | O | T | O |
| S | T | O | C | K | B | R | O | K | E | R | M | O | L |

**10L** **Role play. Imagine an interview with the millionaires mentioned in the lecture. Take turns being the interviewer and the interviewee. Try to make each interview last for over one minute. When you don't know the answer to a question, make it up.**

Example:

STUDENT A (interviewer):

Mr Kumar, how did you end up on the game show *Who wants to be a millionaire?*

STUDENT B (Sushil Kumar):

Well, it's my wife I should thank for that. We used to watch the game show together...

**Areas you could ask about:**

- family
- education
- people who helped them
- reactions from people around them
- feelings at key moments
- where ideas came from
- setbacks
- future plans

Pedalling to prosperity.

**10M** **Choose task A, B or C. You can either work in small groups and do the task as a project or do it individually as a writing task. If you do it as a writing task, write 150–250 words.**

A Bright ideas
Invent an idea for a business. How would you convince people to buy your product, or your service? How would you sell it? Who would you sell it to?

B Serious money
As part of your business course you have to do a project on investing money in the 21st century. If you won €10,000 in the lottery, how would you invest the money? Give your ideas.

C Who are the super rich, and how did they get to be so wealthy?
Write a profile on one of the world's wealthiest people.

## Topic 11

# Banking and the economy

**11A** **Listen to the following dialogue. Finnish banking vocabulary is listed below. Fill in the English translations as you hear them.**

| | | |
|---|---|---|
| 1 | avata pankkitili | open _____ |
| 2 | henkilöllisyystodistus | _____ |
| 3 | käyttötili | _____ account |
| 4 | sijoitus | _____ |
| 5 | nostaa rahaa | _____ money |
| 6 | saldo | _____ |
| 7 | tiliote | printed _____ |
| 8 | ylittää tili | _____ your account |
| 9 | korko | _____ |
| 10 | tilitapahtuma | _____ |
| 11 | pankkiautomaatti | _____ |
| 12 | maksu, veloitus | _____ |
| 13 | pankkivirkailija | _____ |
| 14 | maksu | monthly _____ |

INFO BOX

## Economy words

**economy** (noun) a system of trade, industry and money
*Which country has the world's fastest growing economy?*

**economic** (adjective) relating to the economy
*Economic growth is slowing down.*

**economical** (adjective) not wasting money, time or other resources
*A car with a small engine is usually more economical.*

**economics** (noun) the study of the way goods and services are produced and sold
*When I go to university I want to study economics.*

**economist** (noun) someone who has studied economics
*Few economists predicted the last recession.*

**11B** **Read the following description of historical events on p. 130. The words in colour relate to the field of economics. Match the words to the Finnish translations in the box.**

alle markkinahintojen _____

arvon aleneminen _____

inflaatio; rahan ostovoiman heikkeneminen _____

kauppiaat _____

kiinteät hinnat _____

lopettaa yritystoiminta _____

ostaa _____

taantuma _____

talouskriisi _____

tavaroiden hamstraaminen _____

tuoda maahan _____

voitolla _____

# Famous moments in economic history – Part 1

Human history is not only shaped by leaders, religions, politics and natural events, but also by economic forces. Trade, financial speculation, the demand for labour and government economic policies have all transformed the lives of ordinary people.

## 301 AD Price fixing in Ancient Rome

In order to stop rising **inflation** and the **devaluation** of Roman currency the emperor Diocletian instituted a system of **fixed prices** for most consumer goods. Anyone selling goods at prices higher than those decreed by the emperor was put to death. Naturally, nobody wanted to sell at **below market rates** so this led to the **hoarding of goods**. Diocletian's response was to pass another law forbidding the hoarding of goods. Again, the penalty for flouting the law was death. Faced with the new decree, Roman traders decided to close their businesses, until yet another law was passed making it illegal **to shut down a business**. The price paid by lawbreakers? Death.

## 1636 Tulip mania

The Dutch love affair with tulips is well known. Less widely known is the fact that the flowers caused a devastating **economic crisis**. Tulips were **imported** into Holland in the sixteenth century and as they grew in popularity, so did their price. **Traders** who sold their bulbs **for a profit** began to reinvest all of their earnings in new tulip bulbs to sell. By 1636, any tulip bulb – even low quality bulbs – could be sold for more than a skilled worker could earn in a year. Soon the market was flooded with speculators who sold all their assets in order to **purchase** tulip bulbs. Like all bubbles, the Dutch tulip bulb bubble in 1637 burst plunging the Dutch economy into a deep and damaging **recession**.

**11C** **Fill in the gaps with the help of the Finnish clues. All the words appear in the boxes.**

## Famous moments in economic history – Part 2

### 1929 The Wall Street crash

boom
borrowing
crash
fell in value
financial crisis
had been lending
invested in
repay their loans
the stock market
were bankrupted

During the **1** _____ (nousukausi) years of the 1920s, hundreds of thousands of Americans **2** _____ heavily _____ (sijoittivat) **3** _____ (pörssiin), many **4** _____ (lainasivat) money to buy yet more stocks. This speculation was one of the factors that led to the Wall Street **5** _____ (romahdus) in October 1929. As the stocks **6** _____ _____ (osakkeiden arvo laski), people were unable to **7** _____ (maksaa lainoja takaisin) and many **8** _____ (menivät konkurssiin). Millions of desperate Americans travelled the country looking for work. Meanwhile, American banks **9** _____ (olivat lainanneet) huge sums of money to European countries. When they recalled those loans, the **10** _____ (talouskriisi) spread to Europe.

# Famous moments in economic history – Part 3

## 1990s China's economic miracle

| | |
|---|---|
| consumer goods | foreign investment(s) |
| consumers | imports |
| economic growth soared | low labour costs |
| export economy | privatisation |

One of the greatest economic success stories in modern history took place in China. **1** _____ (talouskasvu kiihtyi) during the 1990s as a result of mass **2** _____ (yksityistäminen), and the opening up of the country to **3** _____ _____ (ulkomaisille investoinneille). Western firms rushed to build factories in China to take advantage of its **4** _____ _____ (matalat työvoimakustannukset). The result was to lift millions of Chinese people out of poverty. China is now the largest **5** _____ (vientitalous) in the world, but as Chinese **6** _____ (kuluttajat) grow more affluent, so too does their demand for **7** _____ (kulutustavarat), including Western **8** _____ (tuontituotteet) such as cars, electronics and luxury products.

## 11D

In English there are a lot of words to describe economic growth (*kasvu/korkeasuhdanne*) and an economic downturn (*laskusuhdanne*).

In pairs, mark the words in bold with an upwards ↑ or downwards ↓ arrow depending on whether they describe growth or a downturn. Translate the words in bold into Finnish.

1 When the economy was **booming**, millions of people were lifted out of poverty. ☐
2 Finland is a prime example of how innovation can **boost** economic growth. ☐
3 Monetary policy should help people grow richer, not **plunge** them into poverty. ☐
4 Food prices have **risen** as a result of VAT increases. ☐
5 After the election results came through the Greek stock market **plummeted**. ☐
6 Austria has been hit particularly hard by a **slump** in exports. ☐
7 We believe these new proposals will **increase** market transparency and limit the risks. ☐
8 Under this government, the tax burden on ordinary households has **decreased** by 3%. ☐
9 Recent statistics show the economy is **expanding** at an annual rate of five per cent. ☐
10 The stock market **surged** to a record high. ☐

**VAT, value added tax** ALV, arvonlisävero

## Topic 12

# Read on

Don't let making a living prevent you from making a life.
*(John Wooden, American basketball player and coach)*

### Money

by Dana Gioia

"Money is a kind of poetry". – Wallace Stevens

Money, the long green,
cash, stash, rhino, jack
or just plain dough.

Chock it up, fork it over,
shell it out. Watch it
burn holes through pockets.

To be made of it! To have it
to burn! Greenbacks, double eagles,
megabucks and Ginnie Maes.

It greases the palm, feathers a nest,
holds heads above water,
makes both ends meet.

Money breeds money.
Gathering interest, compounding daily.
Always in circulation.

Money. You don't know where it's been,
but you put it where your mouth is.
And it talks.

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www.graywolfpress.org

INFO BOX

Slang expressions for money that appear in the poem.

| | |
|---|---|
| **long green** | paper money (US) |
| **dough** | money |
| **stash** | something valuable, like money, that has been hidden |
| **greenback** | green paper currency (US) |
| **jack** | pound |
| **rhino** | a large sum of money |
| **double eagle** | a former US gold coin ($20) |
| **bucks** | dollars |
| **Ginnie Mae** | A security issued by the Government National Mortgage Association in the US |

**12A** **Choose the best alternative and, working with a partner, answer questions 3 and 4 in English.**

1 How does the quote by Wallace Stevens (another poet) relate to this poem?
a) The poet shows how listing expressions about money can form a poem.
b) The poet shows how writing poetry can bring in money.
c) The poet agrees with Wallace Stevens that money and poetry are similar.

2 What is the poet saying about money?
a) The poet sees money as the root of all evil.
b) The poet is being playful about the subject of money and our obsession with it.
c) The poet thinks money is the answer to everything.

3 Think about the role money plays in your life. What is the most important thing you personally need money for?

4 How much money does one need to be happy? / Do you agree with the proverb "The best things in life are free". Why / Why not?

**12B** **The poet uses several slang expressions for money: dough, megabucks, long green, rhino, jack... Do you know any other names for money in English? Find at least five more on the internet.**

## 12C Money idioms. There are many expressions and idioms about money in the poem. Match the idiom with the explanation.

1 money burns a hole in your pocket _____
2 be made of money _____
3 grease someone's palm _____
4 feather a nest _____
5 keep one's head above water _____
6 make ends meet _____
7 put your money where your mouth is _____
8 money talks _____

A money can influence what is done or how it is done
B wanting to spend money as soon as it's earned
C make a lot of money for yourself, perhaps dishonestly
D support something by your actions, not just by talking about it.
E give someone money to get special treatment
F stay out of financial difficulties
G earn and spend equal amounts of money
H be very rich

## 12D Are you familiar with other money idioms in English? Read the following sentences and underline the correct alternative. Then translate the idioms into Finnish.

1 We don't know the exact cost of the new kitchen, but a **ballpark** / **ballgame** / **soccer field** **figure** would be around $8,000.
2 We really can't spend so much money on the renovation, we are living **on a shoelace** / **shoestring** / **bootstrap** **budget**.
3 My brother was hoping to **rake in** / **comb in** / **gather up** **money** by investing in shares.
4 Unfortunately **he lost** **his tie** / **his underwear** / **his shirt** in the stock market.
5 Could you lend me a tenner? I seem to be **strapped for** / **tied to** / **fastened with** **cash**.
6 We really **paid** **through the ear** / **the nose** / **the finger** when we bought the new car.
7 You can **bet your bottom** **pound** / **euro** / **dollar** that Jack will be late for the meeting again.
8 Can you believe it, my date is so stingy he suggested that we'd **go** **Dutch** / **Welsh** / **Finnish** on Valentine's day?

# UNIT 4

## Working life

## Topic 13

# Earning a living

Have the courage to follow your heart and intuition.
They somehow already know what you truly want to become.
*(Steve Jobs, co-founder of Apple Inc.)*

**13A** In pairs, decide which one of you is A and B.
Take turns asking and answering the questions.

**Student A's questions**

1 Some entrepreneurs become famous. Can you name any of them? Do you know anything about their business or how they started?
2 What are some of the dangers of having your own business?
3 What kind of business would you like to start?
4 Do you think you would be a tough boss to work for?
5 What advice would you give to someone starting a business?

**Student B's questions**

1 What kinds of people are good at business?
2 Do you think it's easy to start a business in Finland? Give reasons for your answer.
3 Would you like to be your own boss? Why / Why not?
4 What problems might you face with running your own business?
5 What are some of the benefits of running your own business?

**13B** **Profile of an entrepreneur. Listen to Anna talking about their company and the advice she offers to young entrepreneurs. While listening, fill in the missing words in the text.**

Company profile: Razzmatazz is a dance studio for basically everyone who loves dancing. Dance classes, workshops, private lessons and competition groups are offered from beginners to advanced level. The company was officially registered in 2009, but it has been functioning as a dance association since 2002. Razzmatazz is owned by two female entrepreneurs, Enja Mörsky and Anna Kuulusa, who have always loved dancing.

## How did it all start?

Enja was teaching dancing **1** _____ which also offered classes for children. I was eleven when I joined her class. When Enja went to Switzerland for an exchange year, I **2** _____ in Tampere, occasionally teaching as well. As soon as Enja returned, she started teaching a competition group that went on to dance at the Nationals. This was one of the first show dance groups to compete in Tampere. Word spread, and we found ourselves teaching more and more groups of young people who **3** _____ dancing. At this point in time, we were renting school gyms for our classes.

→

Anna and Enja.

As an association, we already had a number of students, and we promised ourselves that once we found a suitable place for our own studio, we'll **4** _____ as a business. In the meantime, we took **5** _____ entrepreneurship. One day a salsa studio in the centre of Tampere called to say that they were moving out. We finally had our own studio, and Dance Company Razzmatazz was born. At the time there were only a few dance studios in Tampere offering the type of dance classes we did, so there was **6** _____, which helped. And our competition groups had had some success in the Nationals which was good advertising for us.

### Growth and expansion

In the beginning there were only two teachers, but now there are about 20. Most of them **7** _____ since they are still students, but there are also a few **8** _____.
Last year we moved to a bigger studio. Things are going well.

**13C** **Listen to Anna's advice to young entrepreneurs twice. List seven tips.**

## Personal dictionary

**13D** **Read text 13. Find the words below in the text and underline them.**

- First, guess the meaning of the words, then look them up in the vocabulary app if necessary and write them down on p. 145.
- Choose 3–5 extra words and mark them, too.
- Try making sentences with some of the words.

1 character trait
2 resilience
3 measure up
4 indication
5 unperturbed
6 venture
7 constant
8 irresponsible

## Topic 13 Key text

# The entrepreneur inside you

**Would you like to be your own boss one day? Make a lot of money? Are you very good at something, say baking or gaming? Do you want to develop this into a career? If your answer is "yes", you may be on your way to becoming a successful entrepreneur. Entrepreneurs play a very important role in our economy (some even claim that our way of life depends on enterprising entrepreneurs), which is why a lot of research has been done in this area. What researchers have discovered is that flourishing entrepreneurs the world over all share similar character traits such as determination, flexibility and resilience.**

Take this informal quiz, based on a study of successful business people, to see how your personality measures up to those of today's top entrepreneurs.

Choose the answer that is closest to your natural response in each situation. Then check your score and the explanations of what some of the answers mean on p. 144. Remember that, like all quizzes, this is only an indication of possibilities, not a result set in stone!

**1 Which one of these hobbies appeals to you most?**

a) bungee jumping b) watching TV c) playing football

**2 What would you do if you were playing floorball and the fire alarm went off?**

a) get out immediately
b) carry on playing
c) look around to see what the problem was

**3 What do you typically choose to eat when you go to a restaurant?**

a) something you know you like
b) experiment with an unusual starter
c) anything with an exotic name

**4 There are some big changes in your study programme – the curriculum, the textbooks and the exams are all about to change. How do you feel?**

a) excited – you love change
b) irritated – you like the way things are
c) unperturbed – everything will work out fine

**5 Which two words describe your character best?**

a) flexible and co-operative
b) wild and unpredictable
c) careful and cautious

**6 What were you like as a child?**

a) stubborn b) shy c) easy-going

**7 How often do you worry about what other people say about you?**

a) most of the time
b) almost never
c) sometimes

**8 Which of these activities do you prefer?**

a) participating in a team sport
b) going out with friends
c) reading or surfing the internet

**9 Are you one of the top students at school?**

a) yes, definitely
b) nowhere near the top
c) sometimes, but not always

**10 A friend offers you an opportunity to get involved in a money-making deal. What do you do?**

a) invest in it b) turn it down c) ask for more details

**11 You suddenly have enough money to choose the lifestyle you want. What do you do?**

a) buy a house somewhere exotic and relax
b) invest half your money in shares and use the other half to pursue your dream
c) put all the money in the bank

**12 Which one of the following expressions best describes your attitude to money?**

a) Money is the root of all evil.
b) Health is better than wealth.
c) Nothing ventured, nothing gained.

## How to score:

| | | | | |
|---|---|---|---|---|
| **1:** | a) 3 | b) 1 | c) 2 | These five questions look at how comfortable you are with taking risks. Risk-taking is an essential ingredient of being an entrepreneur, and you need to be able to roll with the punches and expect the unexpected if you are to survive running your own business. If you are very cautious by nature, if you like a calm life and the certainty of a steady income, then the constant ups and downs of running your own business are perhaps not for you. |
| **2:** | a) 1 | b) 2 | c) 3 | |
| **3:** | a) 1 | b) 2 | c) 3 | |
| **4:** | a) 3 | b) 1 | c) 2 | |
| **5:** | a) 3 | b) 2 | c) 1 | |
| **6:** | a) 3 | b) 1 | c) 2 | Stubbornness as a child seems to indicate a determination to do things your own way – a hallmark of innovative entrepreneurs. |
| **7:** | a) 1 | b) 3 | c) 2 | Entrepreneurs often have the faith to pursue different paths despite the opinions of others. They take the roads less travelled and are not overly concerned by what other people may think or say about them. |
| **8:** | a) 1 | b) 2 | c) 3 | Studies of entrepreneurs show that, as youngsters, they often preferred to be alone. They are not very enthusiastic participants in group activities. If they do play in a team, they prefer to take the lead. |
| **9:** | a) 1 | b) 3 | c) 2 | Perhaps surprisingly, creative entrepreneurs are not, as a rule, top achievers at school. |
| **10:** | a) 2 | b) 1 | c) 3 | Entrepreneurs who do well are willing to use their savings to finance a project they believe in. This is especially true at the beginning of their careers. While you should not be irresponsible about spending money, you do need to be willing to take some financial risks. If you are afraid that you will lose all your money by investing in an uncertain venture, then being an entrepreneur is probably not for you. |
| **11:** | a) 2 | b) 3 | c) 1 | |
| **12:** | a) 1 | b) 2 | c) 3 | |

→

Elon Musk: inventor, engineer, entrepreneur.

## What your score means

**26–36** You are a natural entrepreneur: restless, curious and fearless. If you can learn to take calculated rather than unnecessary risks, the world is your oyster. The world needs people like you, and we salute your adventurous spirit. You may make a great deal of money one day, but you need to remember that greed is a bad motivator.

**13–25** While you may not be a born entrepreneur, with some luck, some support, and a whole lot of determination, you may yet become a very successful business person. You have a healthy attitude to money: you enjoy having it, and the chance to be generous, but relationships take priority. If you never grow rich, you will have learned how to be happy with what you have, which is a priceless skill to have.

**0–12** You seem to be a sensible, practical person who avoids taking chances and dislikes stress and chaos. People generally love you for your team spirit and your easy-going nature. Consider whether running your own business is what you really want to do, because you may find the rollercoaster ride of entrepreneurship incompatible with your particular talents. Developing a career in a specific profession, or working as part of a team in a big company may suit you better.

**courage** /kʌrɪdʒ/ rohkeus
**entrepreneur** /ˌɒntrəprə'nɜː/ yrittäjä
**association** /əˌsəusɪ'eɪʃn/ yhdistys
**adult education centre** /ə'dʌlt ˌedju'keɪʃn sentə/ työväenopisto
**entrepreneurship** /ɒntrəprənɜːrʃɪp/ yrittäjyys
**successful** /sək'sesful/ menestyksekäs
**economy** /ɪ'kɒnəmi/ talous
**claim** /kleɪm/ väittää, vaatia; väite, vaatimus
**enterprising** /'entəpraɪzɪŋ/ yritteliäs
**area** /eərɪə/ alue
**similar** /sɪmɪlə/ samanlainen
**character trait** /kærɪktə treɪt/

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**determination** /dɪˌtɜːmɪ'neɪʃn/ päättäväisyys
**flexibility** /ˌfleksə'bɪləti/ joustavuus
**resilience** /rɪ'zɪlɪəns/

---

**informal** /ɪn'fɔːml/ epävirallinen, vapaa-muotoinen
***be based on** /biː beɪst ɒn/ perustua jhk
**business person, business people** /bɪznɪz pɜːsn, bɪznɪz piːpl/ liikemies, liikenainen, liikemiehet, liikenaiset
**personality** /ˌpɜːsə'nælɪti/ luonne, persoonallisuus, omintakeisuus
**measure up** /meʒə ʌp/

---

**indication** /ˌɪndɪ'keɪʃn/

---

***set in stone** /set ɪn stəun/ kiveen kirjoitettu, täysin varma
**appeal** /ə'piːl/ vedota, miellyttää; pyyntö, vetoomus, vetovoima
**starter** /stɑːtə/ alkuruoka, käynnistin, osallistuja
**curriculum** /kə'rɪkjuləm/ opinto-ohjelma, opetussuunnitelma
**irritated** /ɪrɪteɪtɪd/ ärsyyntynyt
**unperturbed** /ʌnpə'tɜːbd/

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**flexible** /fleksəbl/ joustava, taipuisa, myöntyväinen
**unpredictable** /ˌʌnprɪ'dɪktəbl/ arvaamaton, yllättävä, oikukas
**cautious** /kɔːʃəs/ varovainen, varuillaan, huolellinen
**share** /ʃeə/ osake, osuus, panos; jakaa
**pursue** /pə'sjuː/ seurata, tavoitella, pyrkiä, toteuttaa
**root** /ruːt/ juuri
**venture** /ventʃə/

---

**gain** /geɪn/ saada, saavuttaa, hankkia; hyöty, ansio
**essential** /ɪ'senʃl/ oleellinen
**certainty** /sɜːtənti/ varmuus
**steady** /stedi/ vakaa, tasainen
**income** /ɪnkʌm/ tulot
**constant** /kɒnstənt/

---

**stubbornness** /stʌbənəs/ itsepäisyys
**indicate** /ɪndɪkeɪt/ osoittaa, näyttää
**hallmark** /hɔːlmɑːk/ leima, tuntomerkki
**enthusiastic** /ɪnˌθuːzɪ'æstɪk/ innostunut
***take the lead** /teɪk ðə liːd/ ottaa johto käsiinsä
**achiever** /ə'tʃiːvə/ suorittaja, suoriutuja
**willing** /wɪlɪŋ/ halukas, avulias
**saving** /seɪvɪŋ/ säästöt
**finance** /faɪnəns, fɪ'nəns/ rahoittaa
**irresponsible** /ˌɪrɪ'spɒnsəbl/

---

**restless** /restləs/ levoton
**curious** /kjuərɪəs/ utelias
**salute** /sə'luːt/ tervehtiä, tehdä kunniaa; tervehdys
**adventurous** /əd'ventʃərəs/ seikkailunhaluinen, uhkarohkea
**greed** /griːd/ ahneus
**motivator** /məutɪveɪtə/ motivoija
**generous** /dʒenərəs/ antelias, runsas, suurpiirteinen
**priceless** /praɪslɪs/ korvaamaton, mittaamattoman arvokas
**sensible** /sensəbl/ järkevä
**rollercoaster ride** /ˌrəulə'kəustə raɪd/ vuoristorata-ajelu
**incompatible** /ˌɪnkəm'pætɪbl/ yhteen sopimaton

## 13E Read the entrepreneur quiz again and answer the questions in English.

1 According to the text, what are the positive aspects of entrepreneurship?
   a) On a personal level?
   b) From society's point of view?

2 What did research into successful entrepreneurs discover?

3 What does the text say about entrepreneurs and risk-taking?

4 Are entrepreneurs in general social people? Find reasons for your answer in the quiz answer explanation on p. 144.

5 According to the text, what do we learn about entrepreneurs at school?

6 What does the last part of the How to score section tell us about entrepreneurs and their savings?

## Phrase hunt

## 13F Find the following expressions in the text (p. 141–143).

1 ovat erittäin tärkeitä _____

2 joka perustuu tutkimukseen _____

3 ei ehdoton tulos _____

4 tarjoaa sinulle tilaisuuden olla mukana

_____

5 jos aiot selviytyä oman yrityksesi pyörittämisestä

_____

6 varovainen luonteeltasi _____

7 kulkea erilaisia polkujaan _____

8 halukkaita käyttämään säästönsä rahoittaakseen

_____

**13G** **Listen to the story and fill in the gaps. The expressions in exercise 13F may help you.**

Entrepreneurs are not usually **1** _____.
They are willing to take risks, and they are usually ready to **2** _____
_____ despite the opinion of other people.
**3** _____ completed
last year, an overview of 500 successful entrepreneurs concluded that in order to
**4** _____
_____ you need to have nerves of steel
and iron self-discipline. On the other hand, you also need to be a bit of a gambler.
Are you **5** _____
a venture that might fail spectacularly? If an acquaintance **6** _____
_____
her out-there idea for a start-up, for example, would you be willing to invest in her business-to-be? If you answer no to the last two questions, being an entrepreneur is probably not for you.

Profitable plants.

## 13H Find the English translations for the following adjectives in the grid.

1 huolellinen
2 varovainen
3 utelias
4 päättäväinen
5 huoleton
6 innoissaan
7 kekseliäs
8 peloton
9 joustava
10 ärsyyntynyt
11 sinnikäs
12 järkevä

| U | E | N | C | I | G | O | - | A | L | I | E | N | D |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I | X | C | A | R | E | F | U | L | Y | R | - | O | E |
| N | C | M | U | - | S | I | M | P | E | R | U | T | T |
| N | I | E | T | P | E | F | L | E | X | I | B | L | E |
| O | T | P | I | L | N | A | N | O | E | T | C | A | R |
| V | E | R | O | A | S | K | I | D | C | A | S | B | M |
| A | D | C | U | R | I | O | U | S | - | T | H | E | I |
| T | A | T | S | E | B | U | N | E | G | E | T | H | N |
| I | F | E | A | R | L | E | S | S | W | D | N | L | E |
| V | E | R | T | R | E | S | I | L | I | E | N | T | D |
| E | E | A | S | Y | - | G | O | I | N | G | G | O | R |

**Pick five of these adjectives and use them in sentences.**
**How many adjectives can you fit into one single sentence?**

## 13I Read the explanation and finish the sentence with an appropriate adjective.

1 Someone who always thinks twice before they act is...

2 If you are going to experience something you have been looking forward to for a long time, you are probably...

3 Someone who compromises easily and does not mind if their idea is modified by other team members is...

4 A person who does not worry too much about the future and is very relaxed is...

5 Whatever happens, you want to stick to your plan and not give up. You are...

6 If you are trying to sleep and there is a mosquito whining in your ear you might be...

## 13J Role play.

- In pairs, decide which one of you is A and B.
- Start the role play using the opening line. Can you keep the conversation going for a full two minutes?
- After two minutes, stop the role play and move on to the next one.

### Money

#### At a cafe

A: Your friend has asked you to meet them to discuss their great business idea at a cafe. You are interested in the idea, but you know your friend is not very good with money.

B: You have an excellent business idea and would like to your friend to join you. Your friend is wealthy. You have invited them to meet you at a cafe.

Opening line

A: Great to see you! You wanted to discuss something with me?

#### Summer kiosk

A: Your school offers an entrepreneurship course on running a kiosk during the summer break. This is your chance to get a fun summer job! You count on your friend taking some shifts there.

B: You were thinking of running a summer kiosk during the holidays with your friend. Now, you have a very tempting offer from your uncle who lives abroad. He would like you to spend your summer break looking after his villa in Italy.

Opening line

B: Have you got a minute? I need to have a word with you about the summer.

#### At the bank

A: You are a financial advisor working at a bank. You meet a young, enthusiastic person who needs some money for a start-up.

B: You want to start your own business and meet a financial advisor at the local bank. Tell them about your plans and try to convince them to give you a loan.

Opening line

A: What can I do for you?

#### Wealthy grandparents

A: You desperately need a summer job because you want to make some money to finance your gap year. Your grandparents are quite wealthy and they own a chain of local stores. Now, you would like to work for them and earn some money.

B: You are a grandparent whose grandchild suddenly contacts you. You haven't met in three years.

Opening line

B: Nice of you to get in touch... at last.

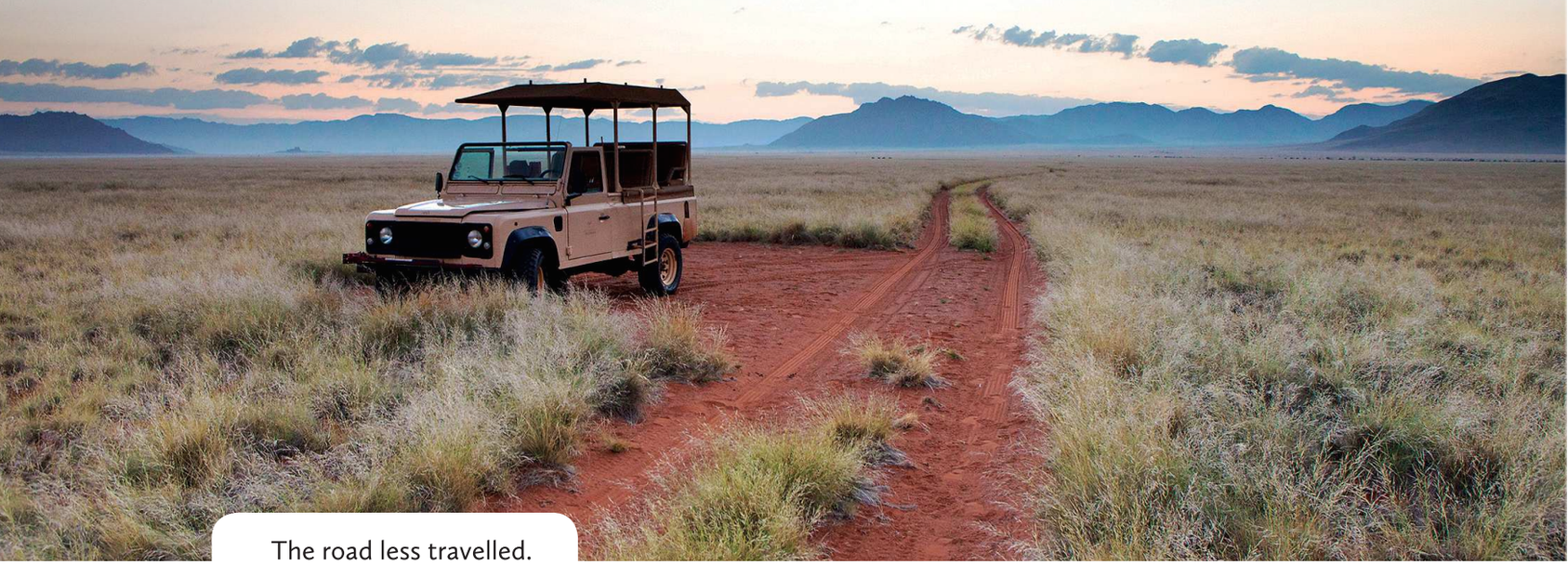
## 13K Translate the sentences into English.

1 Mitkä luonteenpiirteet ovat oleellisia hyvälle pomolle?
2 Hyvän johtajan pitäisi olla huolellinen ja joustava.
3 Yrittäjillä täytyy olla uskoa liikeideoihinsa.
4 Huippusuoriutuja koulussa ei välttämättä ole menestyksekäs liikemies tai -nainen.
5 Haluaisitko rahoittaa säästöilläsi ystäväsi uuden yrityksen?

## 13L Match the following eight idioms from text 13 with their meaning.

1 set in stone _____
2 Money is the root of all evil. _____
3 Health is better than wealth. _____
4 Nothing ventured, nothing gained. _____
5 roll with the punches _____
6 ups and downs _____
7 take the road less travelled _____
8 The world is your oyster. _____

A take a risk in order to get something good
B be unique, different from most other people
C be able to deal with difficult situations, especially by being flexible
D very difficult to change
E you are free to do whatever you want, or go wherever you want
F being free from illness is better than being rich
G wickedness is mostly caused by people who are greedy for more money
H good and bad times



The road less travelled.

**13M** **Rewrite the underlined parts of the following sentences using an appropriate idiom from exercise 13L.**

1 When you are young, everything is possible. There are so many possibilities.
2 My parents wanted me to become a lawyer, but I decided to do something different, and became a zookeeper instead.
3 These new plans for the business are still up for discussion; they are not settled yet.
4 He has always said that he'd rather be poor and healthy than sickly and rich.
5 People say that financial greed causes all our problems, but I think selfishness is a bigger problem.
6 Life is like that: we all have our wonderful and our less wonderful moments.
7 My dad always told me: "You have to learn to deal with the problems that life throws at you."
8 Our new business was a failure. But sometimes you have to take a chance.

INFO BOX

## Apply

This verb is often used when we talk about getting a work or study place.

When I finish high school I will **apply to** university.
Note: apply **to** a place or organisation

Jess **applied for** a job at the nearby service station.
Note: apply **for** a job or course

In these situations it means making a formal request in writing.
But *apply* has many other uses.

More ways to use apply

- put into use
  Nadav's idea for posting animal locations can be applied to other areas too.
- be relevant to
  This law applies to everyone over the age of 18.
- spread on a surface
  How can I apply lipstick to dry lips?
- work hard
  If you applied yourself to your studies, your grades would improve.

**13N** Listen to an interview and choose the best alternative.

Final exam focus

## Game on: starting a business

**A 16-year-old schoolboy from Johannesburg started his own business by developing a crowdsourcing app. The idea was to help visitors to the Kruger game park spot animals they'd come to see. Here is an interview with the entrepreneur Nadav Ossendryver.**

1 In the past, what were European hunters dependent on when looking for prey in Africa?
   a) mostly endurance
   b) their tracking skills
   c) native people's skills, patience and luck

2 Why is it so difficult to catch sight of "the big five" in the wild?
   a) The animals are so afraid of humans that they run away.
   b) The animals roam freely over large areas.
   c) Some animals are solitary.

• • •

Taking a catnap.

3 What has a 16-year-old schoolboy done?
   a) He has invented a handy tool for visitors to the Kruger National Park.
   b) He has created a video to present the famous animals in the Kruger National Park.
   c) He has created a website that gives updates on animal feeding times in the Kruger National Park.

• • •

4 What made Nadav create his app?
   a) He got the idea when writing about the Park.
   b) He got the idea when visiting a blog.
   c) Visitors to the Park gave him the idea.

• • •

5 How has he combined school and running a business?
   a) He would have quit school if his parents had allowed it.
   b) Taking care of schoolwork became easier once his business generated some money.
   c) As his website expanded, it has become impossible for him to own the company.

• • •

6 What is one motive for Nadav to continue working on his app?
   a) He does not want visitors to get lost in the massive Park.
   b) He wants to attract more visitors to the Park.
   c) He wants visitors to love and appreciate the animals as much as he does.

• • •

7 What does Nadav say about the future prospects of his business?
   a) His website will definitely be very profitable.
   b) It is too early to know anything definite.
   c) Big companies like Google have offered to buy his business.

• • •

8 Overall, what is true of Nadav Ossendryver?
   a) He had a stroke of good luck when he created his crowdsourcing app.
   b) He has worked determinedly to create a useful site and a successful business.
   c) He wants to get rich and famous with his invention.

## 13O Read the article about Richard Turere and choose the correct preposition.

### Lion lights

Richard Turere is good **1** **with** / – / **at** making things with his hands. **2** **As** / – / **Since** a child, he was always collecting scrapyard parts. Figuring out how things worked appealed **3** **to** / **with** / **at** him. Now the 13-year-old teenager has discovered a way of keeping hungry lions away **4** **after** / **from** / **to** his family's livestock. The family lives close **5** **with** / – / **to** a game reserve near Nairobi in Kenya. Despite **6** **of** / – / **on** all their efforts to protect their livestock, lions from the reserve kept **7** **on** / **by** / **of** attacking the cattle, especially at night. Richard combined a car battery, a solar panel and torch bulbs to develop "lion lights" – a set of flashing lights that keep lions away. His invention was so successful that Turere won a scholarship to a school in Nairobi, where he plans to take a course **8** **on** / – / **of** entrepreneurship. He hopes to develop his idea **9** **in** / **into** / **after** a business so that he can eventually make a living **10** **by** / – / **from** his lion lights.

## 13P Choose A, B or C. Write about 150–250 words.

A Which of these two proverbs rings true to you?

Money makes the world go round.

Money is the root of all evil.

B Since leaving high school you set up your own business. Now you have been invited back to your school to tell the students about it. Write your speech.

C The government is recommending that more people become entrepreneurs. Write a letter to the editor of a newspaper expressing your views on this subject.

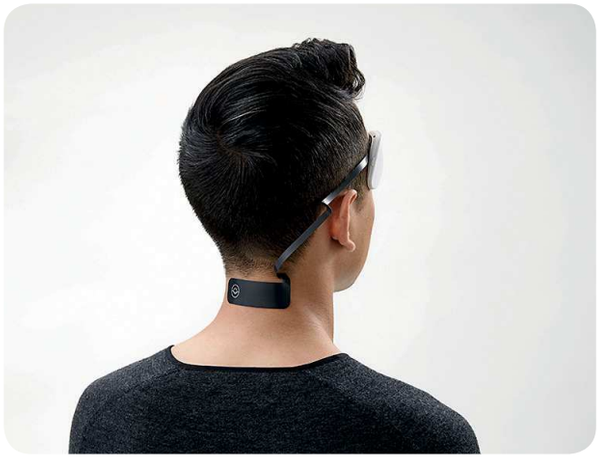
## Topic 14

# We'll be watching you

The trouble is that thinking looks like loafing.
Who wants to pay people for daydreaming?
*(W.Somerset Maugham, English writer)*

**14A** **In pairs, take a look at the pictures and discuss the following questions.**

- Do you recognise these items? What are they used for?
- Do you have any wearable technology? What do you use it for?
- What technology do you think we will be wearing in the future?



## Personal dictionary

**14B** **Read text 14. Find the words below in the text and underline them.**

- First, guess the meaning of the words, then look them up in the vocabulary app if necessary and write them down on p. 159–160.
- Choose 3–5 extra words or phrases and mark them, too.
- Try making sentences with some of the words.

1 low-key
2 warehouse
3 elaborate
4 prime
5 profit margin
6 assumption
7 invaluable
8 enhance

## Topic 14 Key text

# Wearables at work

**The results of a study by customer management software company Salesforce were released at a small function in San Francisco recently. It was a low-key affair, the usual "job well done... statistical probabilities... teamwork... thank you all" type of speech that typically marks the conclusion of most projects at Salesforce.**

The event was covered by a single reporter from a local rag. The article filed this line the next day: "86% of US companies plan to invest more in wearable applications on the job this year, with 40% interested in using wearables to monitor employee time management and real-time employee communication." Which basically means that the use of wearables to check up on employees is about to become mainstream. It's both a dream come true and a living nightmare, depending on how you look at it. Either way, it is certainly poised to become the new normal in the world of work.

### On the job

At Amazon.com, employees who put together orders wear GPS tags designed to guide them along the most efficient route through the massive warehouses.

An Australian trucker tests a smart cap.

A London hedge fund uses wearables to track their traders in order to establish whether poor sleep patterns and alcohol intake correlate with risk-taking behavior. Transport companies are providing truck drivers with a "SmartCap" device which keeps them awake for longer, thus adding to their productive output. Looking like an elaborate employee ID badge, the Hitachi Business Microscope monitors how, when and where office workers interact with one another. The official reason is that the device helps management to improve their understanding of how frequently different departments in a company interact. In practice, a manager can monitor everything from who speaks up at meetings to who spends more time at the coffee machine than at their desk. What all of these wearables have in common, is that they are designed to monitor workers' productivity, combining man and machine for maximum efficiency in the workplace.

## The rise and rise of wearables

Wearables have long been used to help monitor an individual's health and fitness. The global wearable market has shot up, with shares soaring as sales increased 67% last year. Research by Credit Suisse called wearables "the next big thing" and predicted the industry was set to grow from around $5 billion today to $50 billion within five years. And, as the results of the study by Salesforce clearly show, the workplace is poised to become a prime place for wearables.

"Given that wearable use is likely to lead to higher profit margins for companies, management's enthusiasm for this new device is entirely understandable," said Elise Gould, a labor economist at the Economic Policy Institute. "Employers always have an eye on profit margins, which is as it should be. That's the nature of business. But it's one thing to consider ways to make workers more efficient through the use of wearables, and an entirely different matter to use wearables to monitor workers on the job. It's a worrying reflection on the current business climate that bosses feel they need to, and can, monitor workers 24/7", she said.

## Helpful wearables

Sean Judd, CEO of a company that produces microchips for military use, welcomes the use of wearables in the workplace. "People are always wary of new technology," he said. "Each new invention throughout history has faced a host of naysayers, pessimists and cynics. And the assumption that workers will be opposed to compulsory wearables is unfounded." He points to a Rackspace study which found that workers who integrate the new wearable technology were 8.5% more productive and 3.5% more satisfied. "Wearables are particularly useful in the military sector," Judd said, "as they help to track the position of soldiers and provide real-time data to remote locations and data centers, saving lives and increasing efficiency." He argues that in offices and factories everywhere, detailed worker data can offer invaluable insights into human labor. Such data can help managers establish realistic productivity goals and objectives, which in turn will help workers achieve bonuses and promotions based on merit.

## Privacy concerns

As wearables become increasingly common in the workplace to record, analyze and enhance worker productivity, lawyers and labor specialists are raising concerns about what they feel is a step towards stripping employees of their rights. Lawyer Avi Kumin expressed concern about a potential blurring of boundaries between public life, the workplace, and home life. "Do you really want your employer to know how many hours you sleep at night, or how much you ate in the evening?" He pointed out that nobody knows who will have access to, and what will be done with, such detailed information about employees' every move. "Initially this monitoring may seem innocent enough, but in the long run access to so much personal information places too much power in the hands of the employer," he said. A blessing or a curse? The jury on wearables in the workplace is still out.

**wearable (technology)** /weərəbl tek'nɒlədʒi/ puettava (teknologia)
**release** /rɪ'liːs/ julkaista, julkistaa, vapauttaa, päästää
**function** /fʌnkʃn/ tilaisuus, juhla, toiminto, tarkoitus, tehtävä
**low-key** /ˌləu'kiː/

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**affair** /ə'feə/ tilaisuus, juttu, asia, tehtävä
**statistical** /stə'tɪstɪkl/ tilastollinen, tilasto-tieteellinen
**probability** /ˌprɒbə'bɪlɪti/ todennäköisyys
**mark** /mɑːk/ olla merkkinä, merkitä, korjata; merkki, numero, arvosana
**conclusion** /kən'kluːʒn/ päätös, lopettaminen, lopetus, päätösosa
**local rag** /ləukl ræg/ paikallinen roskalehti
**file** /faɪl/ kirjata, tallentaa, taltioida; tiedosto, kansio
**application** /ˌæplɪ'keɪʃn/ sovellus, käyttö-sovellutus, menetelmä, levittäminen
**monitor** /mɒnɪtə/ valvoa, vahtia, tarkkailla
**employee** /ˌemplɔɪ'iː/ työntekijä
**time management** /taɪm mænɪdʒmənt/ ajankäyttö
**real-time** /ˌriːl'taɪm/ reaaliaikainen
**check up on** /tʃek ʌp ɒn/ tarkistaa joku
**mainstream** /meɪnstriːm/ arkipäiväinen, tavallinen
**poised** /pɒɪzd/ aikeissa
**order** /ɔːdə/ tilaus, kunto, järjestys; tilata
**GPS** /ˌdʒiː piː 'es/ navigaattori
**tag** /tæg/ merkki, etiketti, lappu; merkitä
**efficient** /ɪ'fɪʃnt/ tehokas, aikaansaava
**route** /ruːt, raut/ reitti, tie; ohjata, reitittää
**massive** /mæsɪv/ massiivinen, valtava, suuri
**warehouse** /weəhaus/

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**hedge fund** /hedʒ fʌnd/ hedge-rahasto
**track** /træk/ seurata, jäljittää, varjostaa; jälki, jalanjälki
**trader** /treɪdə/ välittäjä, kauppias
**establish** /ɪ'stæblɪʃ/ todeta, vahvistaa, näyttää toteen
**sleep pattern** /sliːp pætən/ unirytmi
**alcohol intake** /ælkəhɒl ɪnteɪk/ alkoholin kulutus
**correlate with** /kɒrəleɪt wɪð/ vastata, korreloida jkn kanssa
**risk-taking behavior** /ˌrɪsk'teɪkɪŋ bɪ'heɪvɪə/ riskikäyttäytyminen
**provide with** /prə'vaɪd wɪð/ varustaa jllak
**device** /dɪ'vaɪs/ laite, suunnitelma, juoni
**thus** /ðʌs/ siten, näin, niin, täten
**add** /æd/ lisätä, laskea yhteen
**productive** /prə'dʌktɪv/ tuloksekas, tuottelias, tuottoisa, antoisa
**output** /autput/ tuotto, tuotanto
**elaborate** /ɪ'læbərɪt, ɪ'læbəreɪt/

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**ID badge** /ˌaɪ 'diː bædʒ/ henkilökortti
**interact with** /ˌɪntər'ækt wɪð/ olla vuoro-vaikutuksessa jkn kanssa
**management** /mænɪdʒmənt/ johto, hallinto, johtaminen
**improve** /ɪm'pruːv/ parantaa, kohentaa, parantua, kohentua
**frequently** /friːkwəntli/ usein
**department** /dɪ'pɑːtmənt/ osasto, jaosto, yksikkö
**in practice** /ɪn præktɪs/ käytännössä
**manager** /mænɪdʒə/ johtaja, päällikkö, esimies
***have in common** /hæv ɪn kɒmən/ olla yhteistä
**design** /dɪ'zaɪn/ suunnitella, muotoilla; muotoilu
**productivity** /prɒdʌk'tɪvəti/ tuottavuus
**combine** /kəm'baɪn/ liittää, yhdistää, sovittaa yhteen
**efficiency** /ɪ'fɪʃənsi/ tehokkuus
***shoot up** /ʃuːt ʌp/ kohota
**share** /ʃeə/ osake, osa; jakaa, osallistua
**soaring** /sɔːrɪŋ/ korkealle kohoava, huimasti nouseva
**predict** /prɪ'dɪkt/ ennustaa, ennakoida
**industry** /ɪndəstri/ ala, toimiala, teollisuus
**billion** /bɪljən/ miljardi
**prime** /praɪm/

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**profit margin** /prɒfɪt mɑːdʒɪn/

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**labor economist** /leɪbə ɪ'kɒnəmɪst/ työhön erikoistunut taloustieteilijä

→

**consider** /kən'sɪdə/ punnita, harkita, pitää jnak
**worrying** /wʌrɪɪŋ/ huolestuttava
**reflection** /rɪ'flekʃn/ heijastuminen, heijastus, heijastuma, peilikuva
**current** /kʌrənt/ nykyinen, ajankohtainen
**business climate** /bɪznɪz klaɪmət/ yritysilmapiiri
**CEO (chief executive officer)** /ˌsiː iː 'əu, tʃiːf ɪg'zekjutɪv ɒfɪsə/ toimitusjohtaja
**produce** /prə'djuːs, prɒdjuːs/ valmistaa, tuottaa, tehdä; tuotteet, tuotanto, tuote
**microchip** /maɪkrəutʃɪp/ mikrosiru
**military** /mɪlɪtəri/ armeijaan liittyvä, sotilaallinen; armeija
**wary of** /weərɪ əv/ varovainen, arka; pelätä jtak
**invention** /ɪn'venʃn/ keksintö, keksiminen
**throughout** /θru'aut/ läpi, kautta
**host of** /həust əv/ joukko
**naysayer** /neɪseɪə/ vastarannankiiski, vastustaja
**cynic** /sɪnɪk/ kyynikko
**assumption** /ə'sʌmpʃn/

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***be opposed to** /biː ə'pəuzd tə/ olla vastaan, vastustaa jtak
**unfounded** /ʌn'faundɪd/ perusteeton, perätön
**integrate** /ɪntɪgreɪt/ yhdistää, integroida
**particularly** /pə'tɪkjuləli/ erityisen, erityisesti
**sector** /sektə/ ala, lohko, sektori
**position** /pə'zɪʃn/ sijainti, arvo, työpaikka; asettaa, sijoittaa
**provide** /prə'vaɪd/ tarjota, hankkia, varustaa
**remote** /rɪ'məut/ syrjäinen, kaukainen, etäinen, etä-
**data center** /deɪtə sentə/ palvelinkeskus
**detailed** /diːteɪld/ yksityiskohtainen, seikkaperäinen
**invaluable** /ɪn'væljuəbl/

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**insight into** /ɪnsaɪt ɪntu/ oivallus, käsitys, jkn syvä ymmärtämys
**goal** /gəul/ tavoite, päämäärä, maali
**objective** /əb'dʒektɪv/ päämäärä, tavoite, esine; objektiivinen
**in turn** /ɪn tɜːn/ vuorostaan, puolestaan, vuorollaan, vuorotellen
**achieve** /ə'tʃiːv/ saavuttaa, toteuttaa, saada aikaan, päästä tavoitteeseen
**promotion** /prə'məuʃn/ ylennys, tarjous, edistäminen, mainos
**based on** /beɪst ɒn/ jnk perusteella
**merit** /merit/ ansio, arvo, meriitti; ansioitua, ansaita
**conclude** /kən'kluːd/ päätellä, johtaa, päättää
**enhance** /ɪn'hɑːns, ɪn'hæns/

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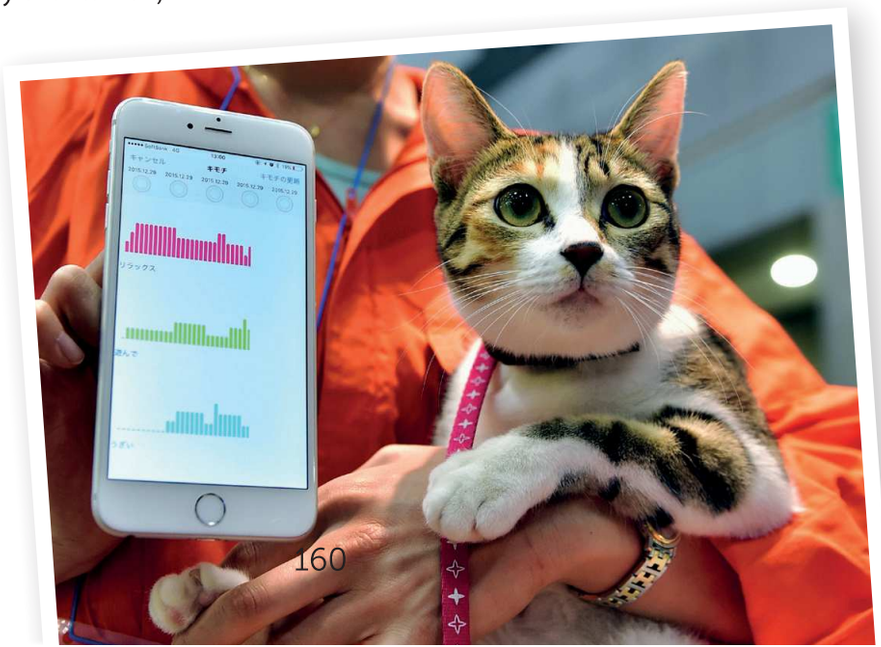
**labor** /leɪbə/ työ, työmarkkina-
**raise** /reɪz/ nostaa, kohottaa, nostattaa; palkankorotus
**strip of** /strɪp əv/ riisua, poistaa jklta jtak
**express** /ɪks'pres/ ilmaista, esittää, tuoda ilmi; pika-
**blur** /blɜː/ hämärtää, sumentaa, hämärtää
**boundary** /baundəri/ raja
***have access to** /hæv ækses tə/ päästä käsiksi jhk, päästä
**initially** /ɪ'nɪʃəli/ aluksi, alun perin, alkuaan
**in the long run** /ɪn ðə lɒŋ rʌn/ pitkällä aikavälillä
**blessing** /blesɪŋ/ siunaus, onni
**curse** /kɜːs/ kirous, kirosana; kirota



## 14C Choose the alternative that is in keeping with the text.

### Wearables at Work

1 The tone of the author in the first two sentences is *mainly*
a) reassuring b) sentimental c) conversational

2 According to the first paragraph, wearables will
a) become obsolete in the near future.
b) become common in the workplace.
c) cause problems due to the technology used.

### On the job

3 According to this paragraph, wearables
a) are used to monitor the interaction between a customer and a salesperson.
b) enable drivers to work longer hours.
c) help staff to communicate with managers.

4 The writer implies that the *real* reason for the use of wearables in the office is
a) to keep an eye on employees.
b) to help management improve their understanding of how employees interact.
c) to improve the performance of managers.

### The rise and rise of wearables

5 What worries Elise Gould?
a) The fact that companies are only concerned with profit.
b) The use of wearables to make workers more efficient.
c) Managers will misuse wearables.

### Helpful wearables

6 According to Sean Judd
a) workers are not necessarily against wearables.
b) data related to managers' achievements can help them achieve bonuses.
c) the new wearables will help workers obtain bigger promotions.

7 Soldiers may benefit from wearables because
a) they help them find their way back to their barracks.
b) they enable them to work longer hours in remote locations.
c) if they wear them, the command center will always know where they are.

### Privacy concerns

8 Avi Kumin is NOT concerned about
a) the potential benefits to workers regarding the data that will be gathered.
b) who will be granted rights to all the personal data.
c) how data derived from monitoring will be used by the employers.

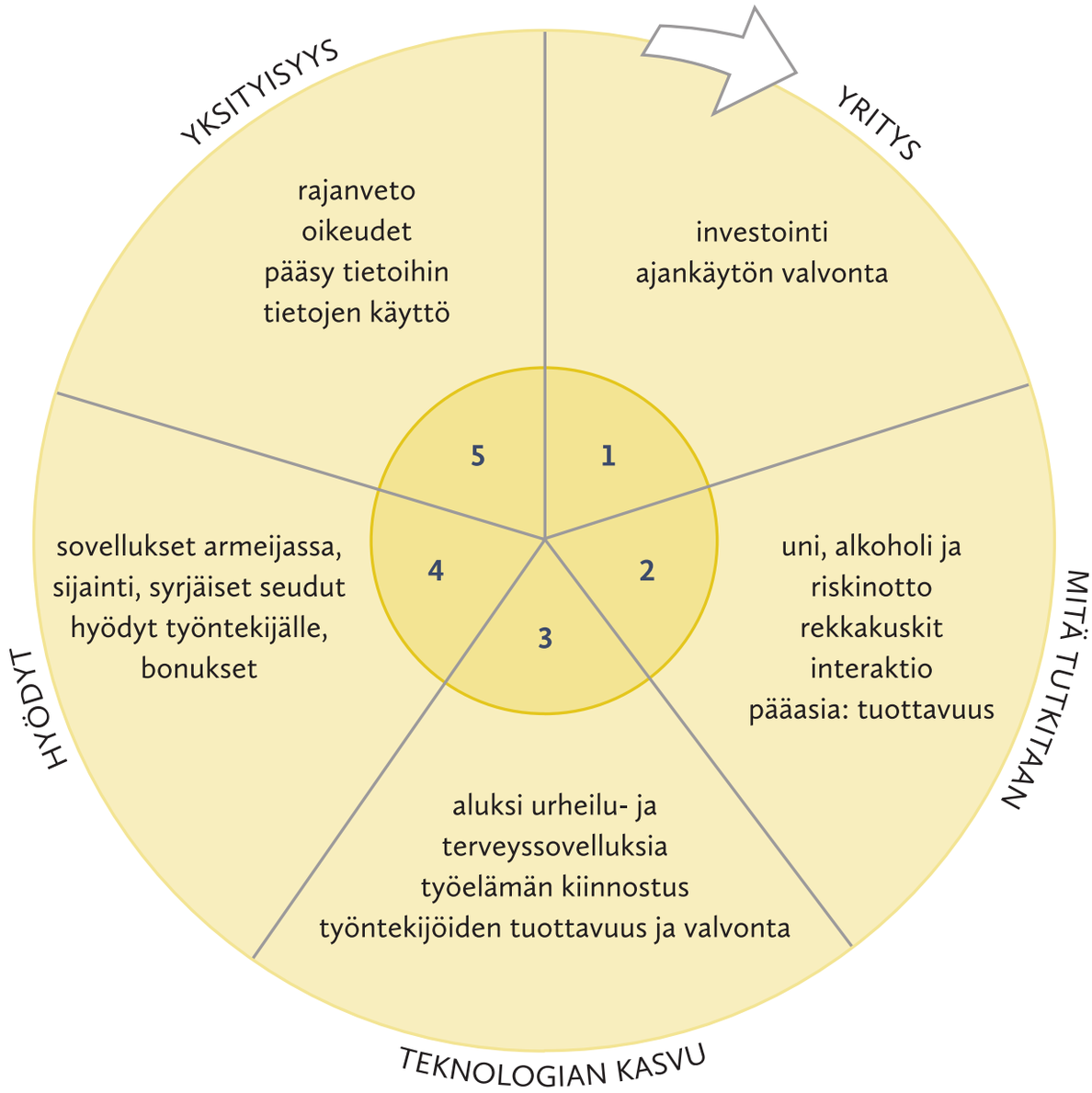
## 14D Work in pairs. Take turns asking and answering questions about wearable technology.

Student A: Use the words on the outer circle to invent questions.
Student B: Answer questions with the help of the hints given.

The first question has been done for you.

Example:

1 What do companies plan to do with wearable technology?



## Phrase hunt

**14E** **Find the following expressions in the text.**

1 toimistotyöntekijät ovat vuorovaikutuksessa keskenään

_____

2 olla yhteistä _____

3 myynti kasvoi _____

4 valvoa työntekijöitä työpaikalla

_____

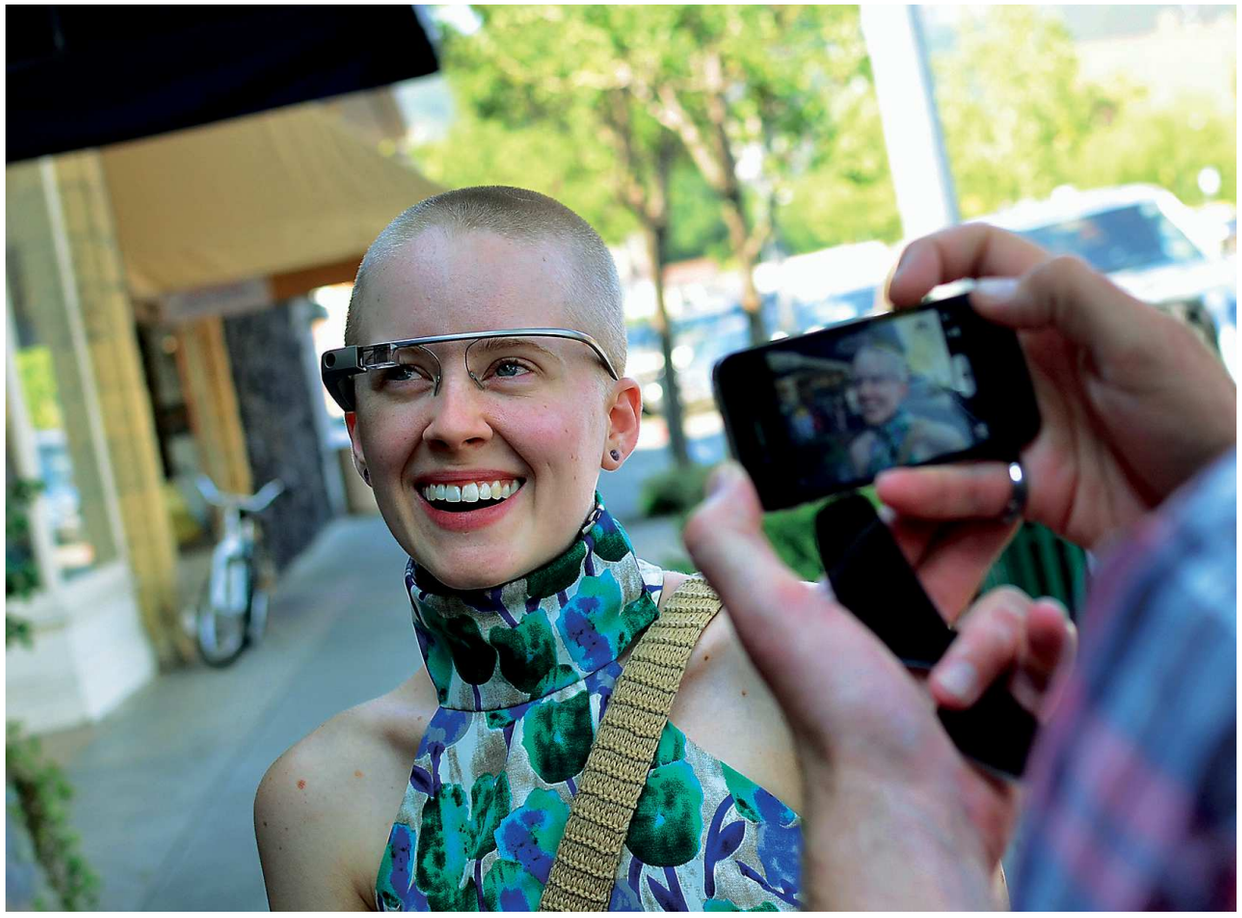
5 Jokainen uusi keksintö kautta historian

_____

6 työntekijät vastustavat _____

7 jotka vuorostaan auttavat _____

8 tulevat yhä tavallisemmiksi _____



## 14F Match the beginnings and the endings of the following idiomatic expressions. They all appear in text 14. Then translate the expressions into Finnish.

| | | | |
|---|---|---|---|
| 1 | something is about to become _____ | A | out |
| 2 | keep an eye on the profit _____ | B | naysayers |
| 3 | the jury is still _____ | C | move |
| 4 | a host of _____ | D | normal |
| 5 | strip someone of their _____ | E | boundaries |
| 6 | check your every _____ | F | rights |
| 7 | the blurring of _____ | G | mainstream |
| 8 | it is now the new _____ | H | margins |

## 14G Read the interview and choose the correct preposition.

Manager: Congratulations Janine! I'm sure you'll be very happy here **1** **in** / **–** / **at** FreeU. As I said earlier, we predict that the company will grow **2** **into** / **from** / **up** around $10 million to $30 million **3** **into** / **–** / **within** two years and we need people like you.

Janine: Thank you. According **4** **with** / **–** / **to** the latest financial reports, FreeU is about to become the next Silicon Valley miracle.

Manager: We hope so. Of course, what we all have **5** **in** / **–** / **within** common is that we keep a sharp eye **6** **on** / **after** / **up** profit margins.

Janine: Of course. Your latest product, a wearable to monitor workers **7** **in** / **on** / **during** the job, is set to become a bestseller, isn't it?

Manager: Well, I wouldn't put it quite like that. It offers valuable insights **8** **after** / **–** / **into** the daily interaction between employees. How much time you spend **9** **with** / **at** / **over** your desk, how often you speak **10** **after** / **up** / **from** in meetings, that sort of thing. Now, if you could just clip this device around your wrist...

HOW TO

## How to build your vocabulary

Making a word family around a root word (e.g. happy) will help you increase your vocabulary. You can add a beginning, e.g. **un**happy or an ending, e.g. happi**ness**, to the word.

One root word can lead to many related words
e.g. employ, employer, employee, unemployed, unemployment, self-employed etc.

Grouping words together like this makes them easier to recognise and remember.

**14H** Fill in the missing forms of the words. All the words are from text 14.

| | noun | verb | adjective | adverb |
|---|---|---|---|---|
| 1 | | | statistical | |
| 2 | | | | interestingly |
| 3 | communication | | | |
| 4 | | | living | |
| 5 | | correlate | | |
| 6 | | | productive | |
| 7 | | improve | | |
| 8 | | increase | | |
| 9 | | | | clearly |
| 10 | | | helpful | |

**141** Fill in the blanks using suggestions where given.

Final exam focus

## Drones versus eagles

The newest additions **1** _____ the Dutch National Police force (DNP) are North American bald eagles that are specially trained to pluck drones from the sky. The initiative is a first for law enforcement. The DNP is currently the only police force in the world **2** _____ raptors in its fight against drones.

For the past year, the DNP **3** _____ the eagles' prowess against flying drones, **4** _____ with a private company. The tests have been so successful that the police **5** _____ recently _____ juvenile eagles to be trained. The DNP expects that the eagles **6** _____ for action in about six months.

Michel Baeten, an operational manager for the DNP, told the news agency Agence France-Presse (AFP) that **7** _____ birds of prey is one of several methods Dutch police employ **8** _____ drones, alongside electromagnetic pulses and laser technology.

1 prepositio

2 include

3 on testannut

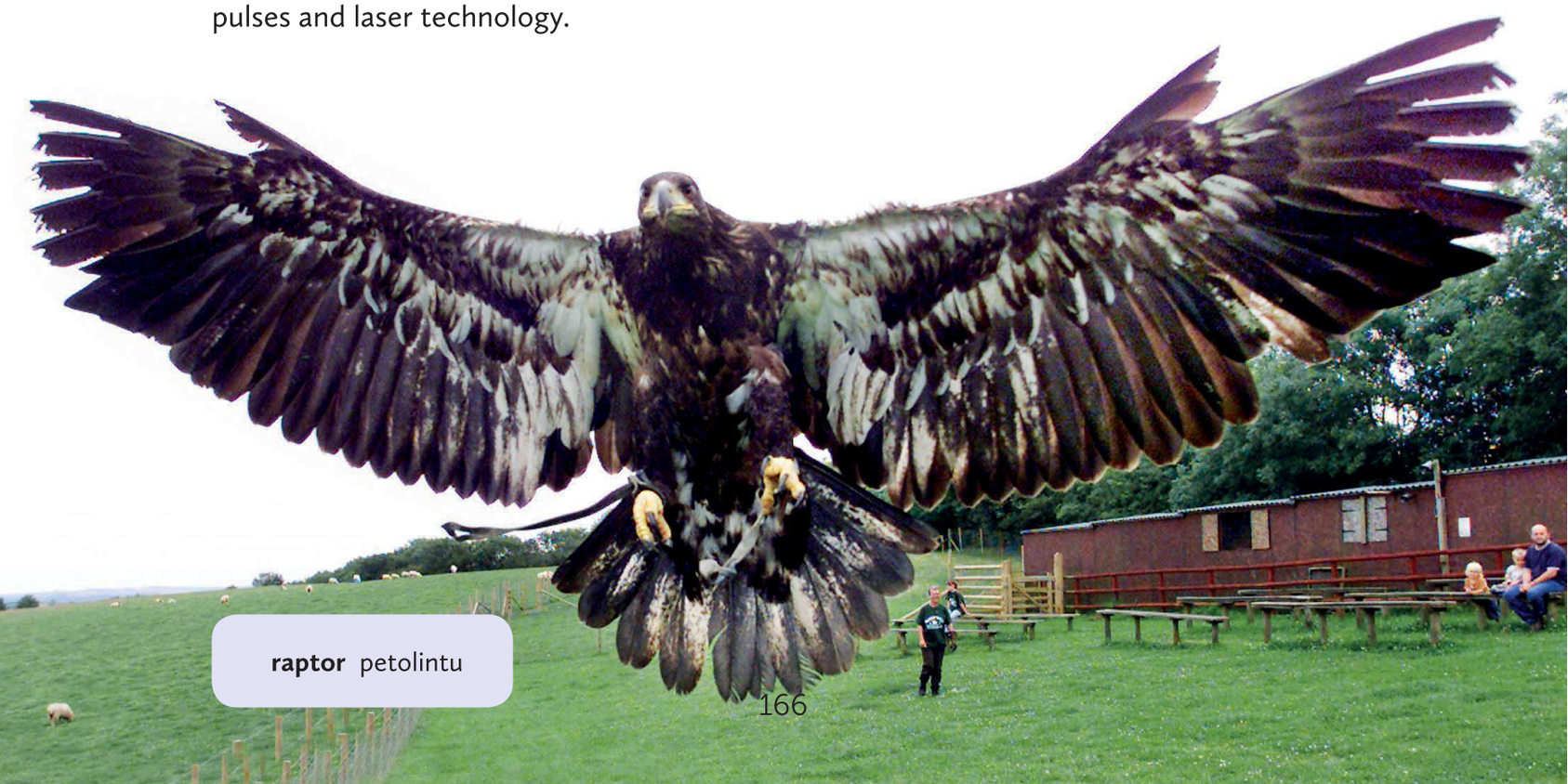
4 collaborate

5 purchase

6 ovat valmiita

7 use

8 combat



**raptor** petolintu

So, **9** _____ drones might be considered hostile? In a test setting, a "VIP" **10** _____ from his limousine at a political rally appears to be the target of a fast approaching drone. The drone is quickly attacked and intercepted **11** _____ a trained bird. Just as eagles hunt, capture prey and bring it to their nests, the trained eagles not only disable the drones **12** _____ remove them from the scene.

Some people have been concerned **13** _____ possible injuries, but the tough skin on eagles' feet offers some protection against the propellers of small drones. However, larger drones might be **14** _____. The Netherlands Organisation for Applied Scientific Research **15** _____ a claw protector to keep the eagles from being injured in the line of duty.

9 pronomini
10 emerge
11 prepositio
12
13 prepositio
14 vaarallisempi
15 design

## 14J There are some strange and unusual jobs out there. Listen to the following conversation and choose the correct answer.

### Wanted: unusual job

1 The boy is surfing the net
   a) looking for something fun to do.
   b) in order to find a summer job.
   c) looking for job advertisements.

2 What is the woman's job at the spa?
   a) She is a massage therapist.
   b) She looks after the fish.
   c) She welcomes all guests at the reception desk.

3 What is true according to what you heard?
   a) The Japanese have few pets.
   b) The Japanese market for luxury pet products is limited.
   c) Famous brands have items for dogs.

4 Bullet-proof clothing
   a) looks like ordinary clothing.
   b) is always tested when you buy it.
   c) is mainly sold to police officers.

## 14K Role play.

- In pairs, decide which one of you is A and B.
- Read the information about your roles.
- Student A begins.
  Opening line: Good morning. Take a seat, please.

**Student A: employer**
The employer introduces him- or herself and describes the company and company policies.

Company facts:
- a popular fast-food restaurant employing a lot of young people
- productivity has increased, wearable technology is used (hats/shoes, monitors on wrists)
- salary based on individual performance (productivity)
- young workers are urgently needed

**Student B: a student applying for a summer job**
The applicant has previous work experience and explains what it is. They explain that they are in their final year at high school.

Applicant details:
- works hard and is reliable
- has good references from previous jobs
- is suspicious of wearable technology

**14L** Choose either task A, B or C and write about 150–250 words.

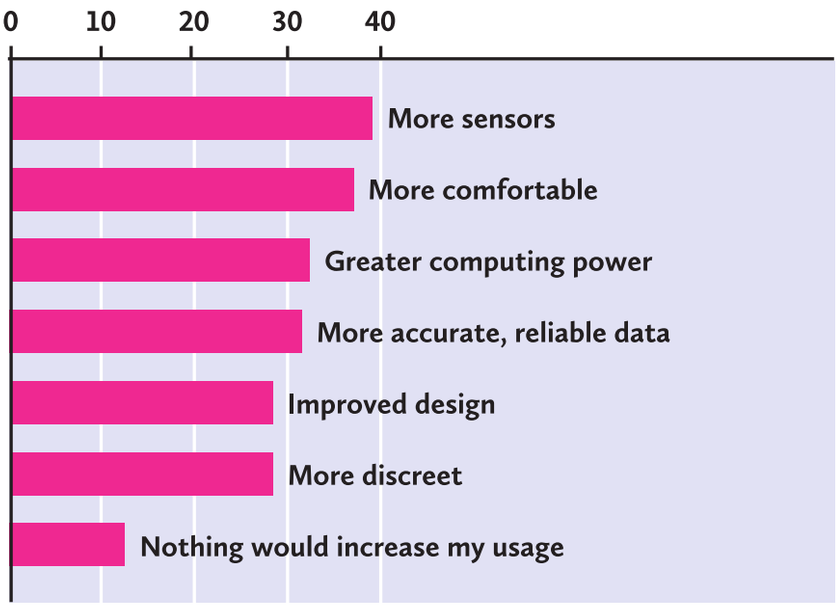
A Workers' rights
You have just heard that the company where you will work this summer has installed a monitoring system. All workers will be monitored 24/7 (this includes time at home). You are totally against the idea. You have asked for an opportunity to address all employees at a meeting. Write the speech.

B Wearable technology increasing productivity
Write a short article for the online magazine *Entrepreneur* on the theme of "Wearable technology at work". What wearable technology would you like to be created in the future?

C The chart shows which features would increase the usage of wearables by consumers. Describe the information given in the chart. What can you conclude from this information? How do you personally feel about wearable technology?

## Don't just tell me the time

Features that would increase wearable-device usage, % responding*




*Based on a survey of 10,500 people in Brazil, Britain, China, France, Germany, Japan and United States, 2016

*Source: Morgan Stanley*

## Topic 15

# Work

Choose a job you love, and you will never have to work a day in your life.
*(Confucius)*

**15A** **Read the following text with your partner. After reading it, go back to the words in bold and try to guess the meaning in Finnish. Check the words using the vocabulary app.**

### Young and restless: millennials at work

**Part 1**

The story of my father's working life was not unusual at the time: he chose his **profession**, **qualified as** a bank clerk, sent off some job applications, went for a job interview or two, and was soon offered a **permanent post** at a small firm, where he worked until he retired. Nowadays, this type of **lifelong employment** at the same company has all but disappeared.

The new normal for Millennials is to **switch jobs** four times in their first decade out of college or university. Today's **graduates** don't just change jobs, they often switch to entirely different **fields of work**. So a career that begins in **industry**, may move across to government or to media. Shifts from public to **private sector** are increasingly common.

profession _____

qualified as _____

permanent post _____

lifelong employment

_____

switch jobs _____

graduates _____

fields of work _____

industry _____

private sector _____

## Part 2

This restlessness is partly the result of **short-term contracts** which mean that **employees** are less committed to a particular company, but there is also a **financial incentive** to changing jobs. A new job often comes with a more elevated title and a substantial **pay rise** (15% or more versus 1 to 3% earned by someone staying in their current role).

Another development in the job market is the move to **self-employment**. Rather than browsing **job vacancies**, increasing numbers of **skilled workers** are choosing to set up on their own. While this arrangement can offer a **high salary**, entrepreneurs lack the **job security** that comes with working for the state or a well-established company.

short-term contracts

_____

employees _____

financial incentive _____

pay rise _____

self-employment _____

job vacancies _____

skilled workers _____

high salary _____

job security _____

**15B** **With your partner, fill in the missing words in the following tips for a job interview. Afterwards, listen to the audio to check your answers.**

| | |
|---|---|
| job-hunters | HR managers |
| qualifications | résumé, references |
| employers | interviewee's |
| training programmes | career accomplishments |
| job interviews | recruit a candidate |

## Seven tips for your job interview

Many people find **1** _____ (työhaastattelut) stressful. However, if you invest a little time in preparing for the event, you can feel more relaxed when you take your seat in the **2** _____ (haastateltavan) chair.

### 1 Practise

Practise your responses to the typical job interview questions that most **3** _____ (työnantajat) ask. Don't just state your **4** _____ (pätevyydet), think of concrete examples you can use to highlight the skills you have in your particular field.

### 2 Research

Do your homework about the employer and the industry so you are ready for the question: What do you know about us? Try to mention what you have learned about the firm or NGO when answering other questions. Match your **5** _____ _____ (saavutukset urallasi) with what the organisation is looking for.

### 3 Get ready

Make sure you are dressed appropriately for the organisation. Bring a portfolio with copies of your **6** _____ (ansioluettelo + suositukset) and any other testimonials you think are relevant. Include a pen and paper for note taking.

### 4 Be on time

Make sure you arrive five to ten minutes early. Drive to the premises a day or two earlier so you know the route and how long it takes to get there. A company is unlikely to **7** _____ (palkata ehdokkaan) who gets lost on the way to the interview.

**5 Stay calm**

**8** _____ (henkilöstöpäälliköt) usually try to put interviewees at their ease, but it's natural to be nervous. Try to relax and focus on what the interviewer is saying. Listen to the entire question before you answer.

**6 Ask questions**

At the end of the interview you normally have a chance to put your own questions. You might ask about **9** _____ (koulutusohjelmat) or opportunities for promotion. Or about the organisation's future goals.

**7 Follow up**

**10** _____ (työnhakija) should always follow up with a thank you note (email is fine) reiterating your interest in the position. You can also include any details you may have forgotten to mention during your interview. Do this even if you are actively seeking employment with other organisations.

**NGO non-government organisation** kansalaisjärjestö

## 15C Job application project. You need to take the following steps:

### How to apply for a job

1 Choose a vacancy you want to apply for (p. 174).
2 Write a CV (p. 175–176).
3 Write an application/covering letter (p. 177–178).
4 Conduct a job interview (p. 179).

Read the following advertisements and write an application for one of them.

**1**

## Kitchen Personnel wanted

At Restaurant 66, we aim to please.
We are seeking kitchen staff to help
throughout the busy summer season.
If you have a passion for new challenges,
can work well as part of a team and
have a great smile, you might be
the one to join our team!

Duties include washing dishes,
assisting chefs when needed.
No previous experience required.

Immediate start.
Part-time & full-time hours available.

Drop off your CV and application letter
at the door or send them to Ms Brown
at rstrt66@workforme.com

Applicants should have EU residency.

**2**

### Careers at the Action Studio tour team

We rely on our employees to make every day memorable for our visitors. If you have enthusiasm, ambition, good language skills and flair for customer service we have the following posts available:

Visitor hosts – responsible for meeting, greeting and assisting our visitors.
Guides – trained to share behind the scenes film-making secrets.
Retail Assistants – help visitors find perfect souvenirs.

If you are interested in any of these roles on a full-time, part-time, or seasonal basis please contact us.

Mr Harold Coe
Action Studio
24 Studio Ave
0012 Ocean Beach

**3** Sales Assistants with passion for games, gadgets, consoles and computers

About us
- TechRex is a rapidly expanding company selling cutting-edge digital equipment.

About you
- You have a passion for digital entertainment and some experience in this field.
- You are trustworthy, dynamic and can operate under pressure.

About the job
- On-the-job training is offered.
- International work environment
- Flexible working hours

Send CV and application to Ms Sarah Lunn at slunn@techrex.com

HOW TO

## How to write a curriculum vitae

A CV (or résumé in the US) is a list of your personal information and qualifications. It should fit on one page. Don't make it too long because the average employer will spend about a minute reading an applicant's CV.

- A CV starts with your name and contact information; address, email address and phone number. Your date of birth is needed, too.
- After that list the schools you have attended. The latest one should be listed first.
- Work experience is important. If you haven't had any proper jobs yet, you can list the work practice places you have had.
- Your hobbies and interests describe your personality, so mention them.
- Add any additional information you think might be relevant such as courses you have attended outside school or your membership of the student council.
- Be honest when writing your CV.
- Read your CV several times to avoid errors and spelling mistakes.
- Ask a friend or family member to read and comment on it.
- If you want to mention referees, list them at the end. If there is no space, you can list them in your covering letter.

**referee** suosittelija

CURRICULUM VITAE

Venni Roine
Koivutie 14 D 25
12345 Kotikunta

Telephone +358-50-1234567
Email: venniroine@email.fi
Date of birth: 5 May 20…
Nationality: Finnish

Education

| | |
|---|---|
| Since 20… | Kotikunnan lukio (Kotikunta Upper Secondary School) |
| 20…–20… | Kotikunnan peruskoulu (Kotikunta Comprehensive School) |

Work experience

| | |
|---|---|
| Summer 20… | Salesperson at the summer kiosk for four weeks as part of a business course offered by Kotikunnan lukio |
| Summer and winter 20… | Coordinator of a children's track and field sports course for five weeks (twice a week) |
| | Work practice at the Swedish speaking daycare Solsidan in Kotikunta, two weeks during comprehensive school |

Language skills

| | |
|---|---|
| Finnish | mother tongue |
| Swedish | excellent |
| English | very good |
| Italian | basic |

Additional skills

IT: good command of the most common office programmes used at school

public speaking: member of the school's debate club

Level 1 and 2 on editing videos at the adult education centre in Kotikunta

Activities and interests
Football (play weekly as part of a team)
Guitar (weekly lessons at Kotikunta Institute of Music)
Travelling

References
Ashley Virtanen (English teacher), tel. +358-40-5432116, email: virtanenashley@email.com

## HOW TO

### How to write an application/covering letter

Your covering letter needs to include your name, address and the name of the position you are applying for. It is a short text that gives the reasons why you are applying for that specific position and why you should be chosen for it. It gives a personal touch to your CV which should be enclosed with a letter.

Nowadays applications are often online forms that you need to fill in.

**15D** **Video CV. Watch the video and make notes on how to make a good video CV. Make your video CV at home. Remember that it is supposed to last only 1–3 minutes.**

Video CVs are increasingly popular today. They are often used in businesses where the employees spend a lot of time with customers. The idea of a video CV is to add to the paper CV and show more of the applicant's personality. On video, you can stand out from the crowd.

Venni Roine
Koivutie 14 D 25
12345 Kotikunta
FINLAND

Telephone +358-50-1234567
Email: venniroine@email.fi

25 April 20...

Adrian Warren
Personnel Manager
Queenswood Centre Head Office
Northgate
Halstead Road,
London N2 8PT

Dear Mr Warren

Post of summer camp activity instructor

Having read your advertisement on the Queenswood Youth Camp website, I am applying for a position as a summer camp instructor.

I am a 17-year-old Finnish high school student with experience of working with children from different age groups. For two years I have worked as a coach with our local youth football team where I organised training sessions and planned match strategy. Working with these energetic 11-year-olds was a very rewarding experience and a key reason for applying for this job. I have also worked as a youth mentor for 15-year-olds at a parish summer camp and enjoyed the outdoor life there, as well as working together with the team of mentors.

Thanks to my high school studies I am familiar with using ICT. We regularly use common office programmes and html. I am also hoping that my knowledge of English, Italian, Swedish and Finnish will help me to work with people from a range of countries. I hope during my time in the UK to develop my English skills further.

Working as a summer camp activity instructor will enable me to spend the summer doing what I enjoy: working with young people, being part of an enthusiastic team and spending time outdoors.

Yours sincerely

*Venni Roine*

Venni Roine

**15E** **Job interviews. Which of the jobs on p. 174 did you apply for? You will be interviewed for that.**

- In pairs, decide which one of you is A (the interviewer) and B (the interviewee).
- Change roles for the second interview.
- Student A begins.

Opening line:
Interviewer: Good morning, please take a seat.

**The following questions might help you. They are typical in job interviews.**

**Personal**

1 Tell me a little about yourself.
2 What would you say your strengths/weaknesses are?
3 What motivates you?
4 Describe a major success/disappointment in your life.
5 What do you like to do in your spare time?
6 Have you done any voluntary work?
7 What are your plans for the future? / Where do you see yourself five years from now?

**Educational**

1 Tell me about your educational background / the schools you have attended.
2 What is your strong subject?
3 Have you attended any other courses outside school?

**Professional**

1 What is it that interests you in this job?
2 Why do you think you the right person for the job?
3 Please describe your work experience.
4 What is most important for you in a job?
5 Describe your previous jobs.
6 What did you like the most in your previous job?
7 Describe your ideal job.
8 Do you know any foreign languages?
9 Do you like working alone? / Are you a team player?
10 What are your salary expectations?

## Topic 16

# Read on

We make a living by what we get, but we make a life by what we give.
*(Winston Churchill, British politician)*

### These are the hands

by Michael Rosen

These are the hands
That touch us first
Feel your head
Find the pulse
And make your bed.

These are the hands
That tap your back
Test the skin
Hold your arm
Wheel the bin
Change the bulb
Fix the drip
Pour the jug
Replace your hip.

These are the hands
That fill the bath
Mop the floor
Flick the switch
Soothe the sore
Burn the swabs
Give us a jab
Throw out sharps
Design the lab.

And these are the hands
That stop the leaks
Empty the pan
Wipe the pipes
Carry the can
Clamp the veins
Make the cast
Log the dose
And touch us last.

© Michael Rosen

**tap** /tæp/ taputtaa
**bulb** /bʌlb/ lamppu
**drip** /drɪp/ tiputteleva hana
**jug** /dʒʌg/ kannu
**swab** /swɔb/ side(harso)
**clamp** /klæmp/ puristaa
**log** /lɒg/ kirjata

## 16A Read the poem *These are the hands* and do the following tasks.

1 Write down your immediate reaction after reading the poem. What were your thoughts and feelings?
2 In what location does the poem take place?
3 What is the subject of the poem?
4 Tick three occupations that the poem does NOT mention.

- ☐ architect
- ☐ plumber
- ☐ cook
- ☐ practical nurse
- ☐ doctor
- ☐ registered nurse
- ☐ janitor
- ☐ security guard
- ☐ midwife
- ☐ surgeon
- ☐ nursing assistant
- ☐ teacher
- ☐ orthopedic technician
- ☐ undertaker
- ☐ pediatrician

5 Why does the poem take the focus beyond doctors and nurses?
6 Why does it refer to hands rather than people?
7 What is the effect of using the words "us" and "your"?
8 Why does it mention hands that "touch us first" (line 2) and "touch us last" (final line)?

## Engineers' Corner

by Wendy Cope

Why isn't there an Engineers' Corner in Westminster Abbey*?
In Britain we've always made more fuss of a ballad than a blueprint.
How many schoolchildren dream of becoming great engineers?

*Advertisement placed in The Times by the Engineering Council*

We make more fuss of ballads than of blueprints –
That's why so many poets end up rich,
While engineers scrape by in cheerless garrets.
Who needs a bridge or dam? Who needs a ditch?

Whereas the person who can write a sonnet
Has got it made. It's always been the way,
For everybody knows that we need poems
And everybody reads them every day.

Yes, life is hard if you choose engineering –
You're sure to need another job as well;
You'll have to plan your projects in the evenings
Instead of going out. It must be hell.

While wellheeled poets ride around in Daimlers,
You'll burn the midnight oil to earn a crust,
With no hope of a statue in the Abbey,
With no hope, even, of a modest bust.

No wonder small boys dream of writing couplets
And spurn the bike, the lorry and the train.
There's far too much encouragement for poets
That's why this country's going down the drain.

© *Engineers' Corner* by Wendy Cope.
Reprinted with the permission of Faber and Faber Ltd.

**fuss** /fʌs/ hössötys, hulina
**blueprint** /bluːprɪnt/ suunnitelma, piirustukset
**scrape by** /skreɪp baɪ/ selviytyä hädin tuskin
**garret** /gærɪt/ ullakko
**dam** /dæm/ pato
**ditch** /dɪtʃ/ oja
**whereas** /weərˈæz/ kun taas
**well-heeled** /wel hiːld/ varakas, rikas
**crust** /krʌst/ murunen
**bust** /bʌst/ pysti, rintakuva
**couplet** /kʌplət/ tasamittainen runo
**spurn** /spɜːn/ kieltäytyä ylpeydellä
**drain** /dreɪn/ viemäri

*Westminster Abbey is a famous church in London. Kings and Queens are crowned here, and many famous writers are buried in Poets' Corner. There is no Engineers' Corner in the church.

## 16B Read the poem *Engineers' Corner* and choose the correct answer.

1 Does the poet think that poets make more money than engineers?
a) Yes
b) No

2 The tone of the poem is
a) sad.
b) ironic.
c) joyful.

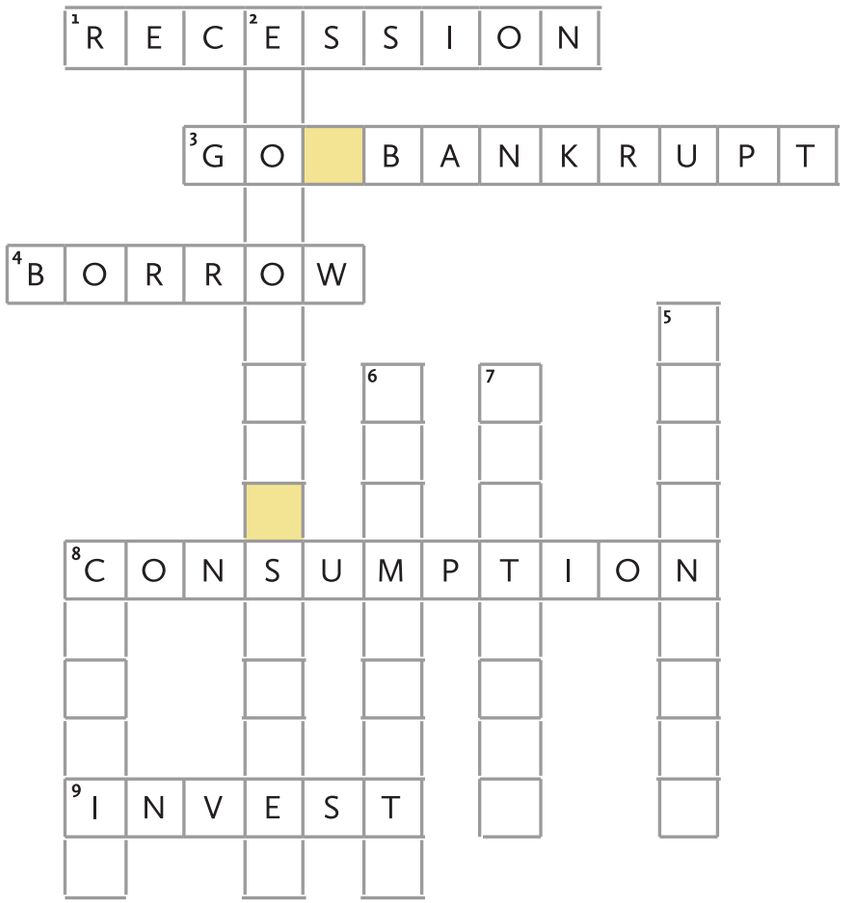
3 What is the main point of the poem?
a) Nowadays many small boys want to become poets.
b) Poets are successful because people read poems every day.
c) It's hard to be a poet, and they struggle to make a living.

## 16C Which professions do you think we should celebrate more? Which professions today are overpaid? Which professions today deserve to be paid better? Discuss your opinions with your partner, and give reasons for your choices.

**9N** **Talking crossword. You and your partner both have the same crossword, but half of the words are missing in each version. Give each another clues to fill in the missing words.**

Student A: Turn to page 115. Student B: Use the crossword on this page.

Example: Student A: Could you give me a clue about 4 across?
Student B: Certainly. Imagine you come to a lesson without a pen. You can ask the person sitting next to you to...
Student A: Lend me a pen?
Student B: Yes, but what's the opposite of lend?



# Infinitiivi · The infinitive

**G1** **Listen to the letter and fill in the gaps. Translate the sentences into Finnish.**

Dear Mr Korhonen

We regret **1** _____ you that your application **2** _____ modern dancing at our college has been unsuccessful.

You clearly already know how **3** _____ a proper CV, and we wanted **4** _____ you personally **5** _____ you for your most interesting letter. We couldn't help but **6** _____ when we read about your adventures in Lapland, filming the Northern Lights and herding reindeer. Sadly, these activities fail **7** _____ your dancing skills. We would like you **8** _____ on completing your high school education first. We advise you **9** _____ and **10** _____ again once you have graduated from high school. Perhaps you will **11** _____ successful then.

Best wishes

Jean Watton
Dean of Faculty

- Infinitiivillä tarkoitetaan **verbin perusmuotoa**.

  I wanted **to go** home.

- Infinitiiviä edeltää useimmiten **to**.

  I decided **to open** a new bank account.
  Päätin avata uuden pankkitilin.

- Joskus *to* jää pois infinitiivistä. Nämä tapaukset pitää opetella erikseen.

  Mary may **take** a leave of absence for three months.
  Mary saattaa ottaa virkavapaata kolme kuukautta.

  They saw John **leave** the office building with the company laptop.
  He näkivät Johnin lähtevän toimistorakennuksesta työkannettavan kanssa.

- **Kieltomuoto** tulee **ennen infinitiiviä**.

  I'm determined **not to give in**.
  Olen päättänyt olla antamatta periksi.

## Infinitiivin muotoja

| | **aktiivi** | **passiivi** |
|---|---|---|
| **preesens** | They decided **to paint** the store.<br>He päättivät maalata kaupan. | The store seems **to be painted**.<br>Kauppa näyttää maalatulta. |
| **perfekti** | They seem **to have painted** the store already.<br>He näyttävät maalanneen kaupan jo. | The store seems **to have been painted** already.<br>Kauppa näyttää olevan jo maalattu. |

Infinitiivi voi olla myös **kestomuodossa**.

They seem **to be painting** the store now.

## Infinitiiviä käytetään

**verbin jälkeen**

He **came to collect** his belongings from his old workplace.
Hän tuli hakemaan tavaroitaan vanhasta työpaikastaan.

**adjektiivin jälkeen**

We are **proud to announce** the winner of the competition.
Olemme ylpeitä voidessamme ilmoittaa kilpailun voittajan.

**substantiivin jälkeen**

My boss is always **the last person to arrive** and **the last to leave** the office.
Esimieheni tulee aina ensimmäisenä ja lähtee viimeisenä toimistosta.

**pronominin jälkeen**

We had **nothing to add** to his suggestion.
Meillä ei ollut mitään lisättävää hänen ehdotukseensa.

**kysymyssanan jälkeen**

I do not know **what to do** or **where to go** next.
En tiedä mitä tehdä tai minne mennä seuraavaksi.

**lauseen subjektina**

**To make** mistakes is human, **to forgive** is divine.
Erehtyminen on inhimillistä, anteeksiantaminen jumalallista.

**ilmaisemaan tarkoitusta**

May I propose a toast **to celebrate** / **in order to celebrate**
the successful year we have had!
Saanko ehdottaa maljaa juhliaksemme menestyksekästä vuotta, joka meillä on ollut.

## Infinitiivi tiettyjen sanontojen jälkeen

**be likely to**

Procrastinators **are likely to submit** their work last, and not at all if not reminded.
Viivyttelijät jättävät todennäköisesti työnsä viimeisenä eivätkä ollenkaan, jos heitä ei muistuteta.

**be about to**

He **was finally about to fall** asleep when his phone rang.
Hän oli vihdoinkin nukahtamaisillaan, kun hänen puhelimensa soi.

**be sure to**

They **are sure to be** there on time, they always are.
He ovat aivan varmasti siellä ajoissa, he ovat aina.

## Infinitiivi ilman to-partikkelia

Infinitiivi on ilman to partikkelia, kun infinitiiviä edeltää

- vaillinainen apuverbi

  She **must leave** now or she'll be late.
  Hänen täytyy lähteä nyt tai hän myöhästyy.

- aistimukseen liittyvä verbi (feel, hear, notice, see, watch jne.)

  I **saw** her **leave** the staff room.
  Näin hänen lähtevän opettajanhuoneesta.

- *let* ja *make*

  **Let** him **come** and **show** you what he can do.
  Antakaa hänen tulla näyttämään mitä hän osaa.

  Don't **make** me **cry**. Älä itketä minua.

Huomaa:
Jos *make* on passiivissa, infinitiivin eteen tulee *to*.

Rules **are made to be** broken. Säännöt on tehty rikottaviksi.

*Let*-verbiä ei käytetä passiivissa, vaan se korvataan verbeillä *allow* tai *permit.*

She **was allowed to sleep** in because it was her day off.
Hänen annettiin nukkua pitkään, koska oli hänen vapaapäivänsä.

## Sanontoja

**had better**

You **had better finish** your homework before the deadline.
Sinun olisi parasta tehdä kotitehtäväsi ennen määräaikaa.

**would rather**

I **would rather do** something else.
Tekisin mielummin jotain muuta.

**do nothing but**

I **did nothing but** work all day long.
En tehnyt mitään muuta kuin töitä päivät pitkät.

## G2 Add *to* where necessary.

1 We won't _____ let you go yet.

2 I'm supposed _____ read all these documents before tomorrow morning.

3 You can _____ study all day long. I may _____ join you later on.

4 He seems _____ have forgotten the homework he should _____ have brought to class.

5 All those questions needed _____ be answered.

6 They have been told _____ report at the reception.

7 There might _____ have been confusion between the two applicants about who was _____ come in first. We had _____ go and ask them _____ come in at the same time.

8 Great _____ be working with you again!

## Englannin kielessä to-rakenne, ei *that*

Seuraavien verbien kanssa englannissa on *to*-rakenne, ei käytetä että-lausetta, kuten suomen kielessä voidaan käyttää.

| | |
|---|---|
| **advise** | neuvoa |
| **allow** | sallia, antaa lupa |
| **ask** | pyytää |
| **order** | määrätä |
| **tell** | käskeä |
| **want** | haluta |
| **warn** | varoittaa |
| **would like** | haluaisi |

She **asked me to stay** a little longer.
Hän pyysi, että jäisin vähän pidemmäksi aikaa.
Hän pyysi minua jäämään...

The teacher **wants all of us to use** our imagination more.
Opettaja haluaa, että me kaikki käytämme enemmän mielikuvitustamme.
Opettaja haluaa meidän käyttävän...

I **would like you to read** the instructions first.
Haluan, että luet ohjeet ensin.
Haluan sinun lukevan...

## G3 Choose the correct alternative.

1 The tutor warned the new students **not to leave** / **not leave** their laptops unattended.
2 Ms Lee asked all the students **to get** / **that they get** their ID cards.
3 All the students must **attend** / **to attend** their lectures.
4 My fellow students had seen too many of their friends **drop** / **to drop** their studies.
5 It is impossible **that we know** / **to know** what the future of work will be like.
6 They had better **practise** / **to practise** before the game.
7 Let them **to make** / **make** their own mistakes!
8 They were made **to stay** / **stay** after class **to plan** / **plan** the project.

## G4 In pairs, decide which one of you is A and B. Cover the other half. Take turns translating the sentences into English.

| | A | B |
|---|---|---|
| 1 | Pomoni halusi, että söisin hänen kanssaan päivällistä. | **My boss wanted me to have dinner with her.** |
| 2 | **I wanted to make a good impression and asked my friend to choose the right clothes for me.** | Halusin tehdä hyvän vaikutuksen ja pyysin ystävääni valitsemaan oikeat vaatteet. |
| 3 | Äitini määräsi, että minun on laitettava mustat kengät. | **My mother ordered me to wear black shoes.** |
| 4 | **I was also told not to wear / put on jeans.** | Minulle sanottiin, että en saa laittaa farkkuja. |
| 5 | Minua varoitettiin ottamasta reppua mukaani. | **I was warned not to take my backpack with me.** |
| 6 | **In the end / Finally, I decided not to go at all.** | Lopuksi päätin, että en lähde ollenkaan. |

# ing-muoto · The -ing form

**Read the sentences in pairs. Underline the -ing forms and translate the sentences into Finnish.**

1 We all did some crazy things when we were growing up.
2 Many of us were not good at studying when we were at school.
3 Instead of focusing on getting the correct answer, we should not be afraid of making mistakes.
4 Even though I quit singing in a choir when I finished school, I still enjoy listening to choir music.
5 I regret not having taken piano lessons as a child.
6 There is nothing like playing music in a band.
7 It was worth learning foreign languages at school.
8 I took a gap year after graduating from upper secondary school.

## Verbin ing-muotoa käytetään seuraavissa tapauksissa

- Kestomuodot

  Kestomuodossa apuverbi *be* on taipuva osa muotoa, **pääverbistä** tulee aina **ing-muoto**.

  What **were** you **doing** all day yesterday?

  I **have been writing** my English essay since Monday, but it's still not finished.

- Preposition jälkeen

  Verbiin tulee aina **ing-muoto preposition jälkeen**.

  I **succeeded in finding** the perfect outfit for the prom.
  Onnistuin löytämään täydellisen asun koulun tanssiaisiin.

  I **look forward to seeing** you there!
  Odotan innokkaasti näkeväni sinut siellä!

- Joidenkin verbien jälkeen tuleva toinen verbi on ing-muodossa.

  We **avoid making** the same mistakes again.

  Students **enjoy learning** new things.

  Have you **considered applying** to university?

| | | | |
|---|---|---|---|
| **admit** | myöntää | **fancy** | huvittaa |
| **avoid** | välttää | **finish** | lopettaa |
| **can't help** | ei voi olla tekemättä | **imagine** | kuvitella |
| **can't stand** | ei voi sietää | **keep** | jatkaa |
| **consider** | harkita | **mind** | välittää, olla jotakin vastaan |
| **deny** | kieltää tehneensä | **miss** | kaivata |
| **dislike** | olla pitämättä jostain | **practise** | harjoitella |
| **enjoy** | nauttia | **prevent** | estää |
| **escape** | paeta | **risk** | ottaa riski, vaarantaa |
| **excuse** | suoda anteeksi | **quit** | lopettaa |

- Joidenkin **sanontojen jälkeen** jälkeen käytetään **ing-muotoa**.

The seniors **were busy** **studying** for the final exams.

I sometimes **feel like** **giving up**, but then I pull myself together.

| | |
|---|---|
| **be busy doing** | olla jossakin puuhassa |
| **feel like doing** | huvittaa tehdä |
| **there's nothing like doing** | ei olla jonkin vertaista |
| **it's no good / it's no use doing** | ei kannata, ei hyödytä tehdä |
| **be worth doing** | kannattaa tehdä |
| **be used to doing** | olla tottunut tekemään |

- Vertaa rakenteita **used to do** ja **be used to doing**:

We **used to finish** work at 3 pm.
Meillä oli tapana lopettaa työt kolmelta iltapäivällä.

We **are used to working** late these days.
Nykyisin olemme tottuneet työskentelemään myöhään.

- **Lauselyhenteissä** käytetään **ing-muotoa**.

Students **living** at home can save a lot of money.
= Students who live...

**After turning** in her book report,
Susanna felt very relieved.
= After Susanna had turned in...

**Having read** the book once before,
she didn't need much time to write about it.
= Because she had read...

## G5 Choose the correct form of the verb.

1 I am planning **to study** / **studying** Japanese some day.
2 I would like **to play** / **playing** a musical instrument.
3 My sister Paula is very interested in **learn** / **learning** foreign languages.
4 John was very surprised **seeing** / **to see** her at a Chinese language course last summer.
5 Have you ever considered **move** / **moving** abroad?
6 Don't you feel like **taking** / **to take** a year off to see the world?
7 I am used to **following** / **follow** my daily routines and I avoid **going** / **to go** to unfamiliar places.
8 It's always worth **to try** / **trying** something new for a change.
9 My mom asked me **travelling** / **to travel** to New York with her, but I refused.
10 **To visit** / **Having visited** the Big Apple myself, I think you've made a big mistake.

## G6 Fill in the correct form of the verb.

### They don't call it a boot camp for nothing

For 12 weeks I was **1** _____ (eat), **2** _____ (breathe) and **3** _____ (dream) strategy. Well, not **4** _____ (dream) as we weren't **5** _____ (sleep) much, but it was absolutely worth **6** _____ (participate) in the art director program of the San Francisco Ad School. Imagine **7** _____ (create) a whole ad campaign for a leading fashion brand. If you were good at **8** _____ (brainstorm) and interested in **9** _____ (solve) problems, this was your chance **10** _____ (be) responsible for **11** _____ (plan) an innovative marketing campaign. During the day we enjoyed **12** _____ (listen) to professionals **13** _____ (give) us invaluable information on ad campaigns. After workshops and training sessions, we were busy **14** _____ (practise) our sales pitches in the evenings. I was determined **15** _____ (succeed) in my marketing campaign.

Yes, it was a tough boot camp, but also the best 12 weeks of my life!

## G7 Choose the correct form of the verb.

Final exam focus

### Subject: economics

The other day I heard someone **1** _____ that our current economic system is unsustainable. I have **2** _____ that I couldn't help **3** _____ with her. It's no use **4** _____ it: our current system needs to change. I think we would all like **5** _____ a fairer distribution of wealth. And we cannot **6** _____ the effect our way of life has on the environment. Nevertheless, in today's lesson I would like **7** _____ some of the many advantages of our current economic system by **8** _____ my morning ritual to you.

I start by **9** _____ a shower in water I imagine is **10** _____ by Russian gas. I get dressed. I don't feel like **11** _____ a tie to class, so I settle for a T-shirt made in Turkey. I brew a pot of tea **12** _____ leaves grown in Sri Lanka. I enjoy **13** _____ a full English breakfast, but as I avoid **14** _____ fatty foods nowadays , I just have toast with some Greek honey instead. You can see what I'm trying **15** _____ here, can't you? The free movement of goods around the globe allows us **16** _____ like kings, but I'm sorry **17** _____ that most of us here on campus don't seem **18** _____ just how fortunate we actually are.

| | | | |
|---|---|---|---|
| 1 | a) say | b) to say | c) said |
| 2 | a) admitted | b) to admit | c) admitting |
| 3 | a) have to agree | b) agreeing | c) to agree |
| 4 | a) deny | b) denied | c) denying |
| 5 | a) see | b) have to see | c) to see |
| 6 | a) to deny | b) deny | c) denying |
| 7 | a) to illustrate | b) illustrating | c) illustrate |
| 8 | a) describing | b) to describe | c) describe |
| 9 | a) to take | b) take | c) taking |
| 10 | a) heating | b) to heat | c) being heated |
| 11 | a) to wear | b) be wearing | c) wearing |
| 12 | a) was using | b) using | c) to use |
| 13 | a) having | b) have | c) have had |
| 14 | a) to eat | b) eating | c) eat |
| 15 | a) to show | b) show | c) showing |
| 16 | a) living | b) to live | c) live |
| 17 | a) saying | b) to say | c) say |
| 18 | a) realise | b) realising | c) to realise |

## G8 Fill in the gaps according to the Finnish clues. Pay attention to the infinitives and -ing forms.

### How to stop putting off tasks?

You have a deadline coming up soon. Instead of **1** _____ (työskennellä) on your task you are **2** _____ (tuhlata) your time with things like checking email, watching videos, and reading comments on social media. You know you should **3** _____ (aloittaa) working, but you just don't feel like **4** _____ (tehdä) it. Here are five steps **5** _____ (voittaa) procrastination.

- First, break down the task into smaller parts, then focus on **6** _____ (lopettaa) one of them at a time.

- Two, have a look at your work desk and room. Do they inspire you **7** _____ (kirjoittaa)? If not, it's worth **8** _____ (vaihtaa) your work space. You should definitely start by **9** _____ (raivata) your desk of all unnecessary clutter.

- Then, deadlines. If you have only one deadline for the task, it's an invitation to avoid **10** _____ (tehdä) anything until the last minute. Consider **11** _____ (asettaa) a deadline for each smaller task. Then you won't risk **12** _____ (myöhästyä) the final deadline.

- Tip number four: eliminate distractions. If you have to delete social media accounts to stop you from **13** _____ (tarkistaa) them all the time, then do it. And you had better **14** _____ (jättää) your mobile phone in another room too.

- Lastly, find someone to work with you on the task or tell others about your goals. There's nothing like **15** _____ (saada) a bit of pressure from your family and friends to keep you **16** _____ (jatkaa). Whatever your reasons for procrastination, you need **17** _____ (saada) a grip on yourself and stop **18** _____ (lykätä) tasks.

## Infinitiivi vai ing-muoto?

Joitakin verbejä voi seurata joko infinitiivi tai -ing-muoto.
Joskus lauseilla on tällöin eri merkitys:

| **infinitiivi** | **ing-muoto** |
|---|---|
| **Remember to post** the letter!<br>Muista postittaa kirje! | I **remember posting** it yesterday.<br>Muistan postittaneeni sen eilen. |
| They **stopped to talk**.<br>He pysähtyivät juttelemaan. | He really should **stop talking**.<br>Hänen pitäisi todella lakata puhumasta. |
| We **regret to inform** you that you have not been selected for an interview.<br>Valitettavasti joudumme ilmoittamaan, että teitä ei valittu haastatteluun. | I **regret sending** my application letter late.<br>Kadun, että lähetin hakukirjeeni myöhässä. |
| I **forgot to bring** my laptop.<br>Unohdin tuoda läppärini. | I'll never **forget winning** the first prize in a gaming tournament.<br>En koskaan unohda, kun voitin ensimmäisen palkinnon peliturnauksessa. |
| The professor paused, and then **went on to talk** about the next topic.<br>Professor piti tauon ja siirtyi sitten puhumaan seuraavasta aiheesta. | The professor **went on talking** about the same topic for another hour.<br>Professori jatkoi puhumista samasta aiheesta vielä yhden tunnin. |

- Aistimusverbin jälkeinen verbi voi olla myös ing-muodossa.
  Lauseilla on merkitysero:

  I saw him eating an apple.
  Näin hänen syövän omenaa.

  I saw him eat an apple.
  Näin hänen syövän omenan.

- Jos aistimusverbi on passiivissa, infinitiivin eteen tulee *to* ja myös ing-muoto on mahdollinen.

  The student was seen to take / taking a nap at every opportunity.

## G9 Fill in the gaps according to the Finnish clues.

1 Oh no! I _____ more coffee. How am I supposed to study all night? (olen unohtanut ostaa)

2 I will never _____ Principal Beardley wearing a gorilla costume at the school Halloween party. (unohda nähneeni)

3 You really should _____ those caffeine pills, they are bad for your health. (lopettaa ... ottaminen)

4 I _____ some snacks on the way to school. (pysähdyin ostamaan)

5 Did you _____ the dog out before you left for school? (muistitko viedä)

6 I _____ the head teacher of our school in person. (en muista koskaan tavanneeni)

7 Many university graduates say they _____ too much money on their studies. (katuvat käyttäneensä)

8 We _____ you that your application has not been approved. (ikäväksemme joudumme kertomaan)

9 I heard him _____ the building. (lähtevän)

10 I heard him _____ the building. (lähtemässä)

## G10 Choose the correct form of the verb.

Final exam focus

### A study trip

I stopped **1** ____ the headlines on my way to campus this morning. "A recent survey seems **2** ____ that poaching has caused a decline in Africa's elephants," it said. The Microsoft billionaire Paul Allen, who funded the Great Elephant Census, said that we should start **3** ____ more money to protect the remaining elephants. Too right! I'm studying zoology, and I have a soft spot for elephants.

I'll never forget my study trip to Kenya. None of the students had been to Africa before, and we were all looking forward to **4** ____ the big five. We had stopped **5** ____ a herd of zebra when a bull elephant suddenly appeared. We saw him **6** ____ his ears and **7** ____ his trunk. We could do nothing but **8** ____ and **9** ____ at the huge elephant. I don't remember ever **10** ____ so frightened in my life. We had been advised **11** ____ motionless in situations like this. Under no circumstances were we supposed **12** ____ and drive away. We students are not used to **13** ____ motionless in the face of danger. My first impulse is usually **14** ____ away! Anyway, luckily nothing happened. We were far too frightened **15** ____ of things like taking notes and 'careful observation in the field'. I regret **16** ____ that we only came to our senses when we saw the elephant **17** ____ around and walk away. We wanted our professor **18** ____ that we had observed an angry bull elephant in action, but all we could produce as proof were a few snaps of the elephant's backside!

| | | | |
|---|---|---|---|
| 1 | a) reading | b) to read | c) read |
| 2 | a) to confirm | b) to be confirmed | c) confirming |
| 3 | a) to investing | b) investing | c) invest |
| 4 | a) seeing | b) see | c) to be seeing |
| 5 | a) observing | b) to observe | c) observed |
| 6 | a) to flap | b) flapping | c) to be flapping |
| 7 | a) raised | b) to raise | c) raising |
| 8 | a) sitting | b) to sit | c) sit |
| 9 | a) stare | b) staring | c) to stare |
| 10 | a) been | b) to be | c) being |
| 11 | a) to remain | b) remain | c) to be remaining |
| 12 | a) tried | b) trying | c) to try |
| 13 | a) sitting | b) sit | c) be sitting |
| 14 | a) running | b) run | c) to run |
| 15 | a) think | b) to think | c) thinking |
| 16 | a) say | b) saying | c) to say |
| 17 | a) to turn | b) turn | c) turned |
| 18 | a) to know | b) knowing | c) know |

**G11** In pairs, decide which one of you is A and B. Cover the other half. Take turns translating the sentences into English.

| | A | B |
|---|---|---|
| 1 | **Are you looking forward to visiting New Zealand?** | Odotatko innolla vierailuasi Uudessa Seelannissa? |
| 2 | Ehdottomasti. Pysähdyin ostamaan matkaoppaan matkalla töihin tänään. | **Absolutely. I stopped to buy a travel guide on my way to work today.** |
| 3 | **I can't help feeling envious of your trip.** | En voi olla kadehtimatta matkaasi. |
| 4 | Oletko koskaan harkinnut sinne matkustamista? | **Have you ever considered travelling there yourself?** |
| 5 | **I admit thinking about it, but I can't afford it.** | Myönnän ajatelleeni sitä mutta minulla ei ole siihen varaa. |
| 6 | Kannattaisi ehkä säästää rahaa jotta voit toteuttaa unelmasi. | **It might be worth saving some money (in order) to fulfill your dreams.** |
| 7 | **You may/might be right, but I don't feel like spending so much money on travelling.** | Saatat olla oikeassa, mutta minua ei huvita kuluttaa niin paljon rahaa matkustamiseen. |
| 8 | Minusta mikään ei voita eksoottisten paikkojen näkemistä ja uusien ihmisten tapaamista. | **I think there's nothing like seeing exotic places and meeting new people.** |
| 9 | **Well, I would like you to take me with you the next time you go somewhere far.** | No, haluaisin sinun ottavan minut mukaasi seuraavan kerran kun menet jonnekin kauas. |
| 10 | Otan mielelläni sinut mukaani mutta nyt minun olisi parasta mennä. Lentoni lähtee kolmen tunnin päästä. | **I'm happy to take you with me but now I had better go. My flight leaves in three hours.** |

# Interrogatiivi- ja demonstratiivipronominit
# Interrogative and demonstrative pronouns

**Read the dialogue in pairs. Translate the red and underlined words.**

**Who** are you?

I'm Professor Jenkins, and this is my wife Helen.

From **whom** did you get this briefcase?

That man over there gave it to me.

Then **whose** idea was it to give these documents to the CIA?

Oh, those documents. Well, I only gave them that yellow one.

**What** were you thinking? **Which** department do you work in?

The Department of International Affairs.

Professor Jenkins, you are under arrest. You have the right to remain silent...

- Yllä olevassa ruudussa pinkit sanat ovat englannin kielen interrogatiivi-pronomineja eli kysyviä pronomineja **who**, **whom**, **whose**, **what** ja **which**. Alleviivatut sanat puolestaan ovat demonstratiivipronomineja eli osoittavia pronomineja this, that, these, those.

  Kertaa kysymyslauseen muodostaminen On Track 1 s. 172.

## Interrogatiivipronominit

**who** (kuka, ketkä)

- **who** on itsenäinen, ja sitä seuraa verbi

  **Who** is that man? Who are they? Who came first?

**whom** (kenet, ketä, kenelle, keneltä jne.)

- objektimuotoa **whom** käytetään yleensä preposition jälkeen. Jos prepositio on lauseen lopussa, silloin *who* riittää.

  **From whom** did you get it? **Who** did you get it **from**?

**whose** (kenen, keiden)

- **whose** on omistusmuoto

  **Whose** car are you driving?

Huomaa:
*who's* on lyhenne sanoista *who is* tai *who has*

**what** (mitä, mikä, mitkä)

- **what** on itsenäinen tai siihen voi liittyä substantiivi

  **What** is your main subject? What subjects do you study?

- **what**-kysymyssanalla voit kysyä aikaa, kokoa, väriä jne.

  **What** time is it? **What** size are you? **What** colour is your hair?

- millainen ilmaistaan rakenteella **what** ... **like**?

  **What** is your teacher **like**? **What** does you best friend look **like**?

- millainen substantiivin edellä: **what kind/sort of** + substantiivi

  **What kind of** food do you like? **What kind of** books do you read?

**which** (mikä, mitkä; kumpi, kummat)

- **which** rajaa kysymyksen tarkemmin kuin **what**.

  **Which** idea do you like best?

- Sitä voidaan käyttää ihmisistä, asioista ja esineistä, kun valitaan yksi tai useampi joukosta.

  **Which** lecturer do you prefer, the young one or the old one?
  **Which of** those cars is yours? Which of those books are yours?

## G12 Fill in the interrogative pronoun, and interview your partner.

1 _____ idea was it to apply to this university?

2 _____ did you read on the train?

3 _____ is your dream university like?

4 _____ of the following books would you choose: *King Rat*, *The Circle* or *Divergent*?

5 _____ motivates you?

6 If your school were a fruit, _____ kind of fruit would it be?

7 _____ can you bring to this university?

8 If you were an animal, _____ would you rather be?

9 _____ are your accommodation requirements?

10 If you were to give a speech now, to _____ would you speak?

### Demonstratiivipronominit

Englannin kielen demonstratiivipronomineja ovat

- **this, these** (tämä, nämä)

  **This** is my colleague, and **these** are my students.

- **that, those** (tuo, nuo)

  **That** (in the photo) is my professor, and **those** are my fellow students.

- **one**-sana voi korvata sanan, jota ei haluta toistaa. Se voidaan jättää pois, jos se ei liity adjektiiviin.

  Which girl do you mean? That **one** with the curly hair?
  Do you mean that yellow house? Or that blue **one**?

- Adjektiivin edessä *this* ja *that* -pronomineja käytetään painottamaan sanomaa.

  **this** = näin
  I'm struggling. The test cannot be **this** difficult!

  **that** = niin
  Why do you say that? It's not **that** difficult.

Huomaa:
muista ilmaus *ne, jotka*

**Those** **who** want ice cream, hands up!

- Muodollisessa ilmaisussa **that/those of** korvaa sanan, jota ei haluta toistaa.

  The history of classical music is longer than **that of** rock music.
  ... than the history of rock music.

  The solutions of the seniors are better than **those of** the freshmen.
  ... than the solutions of the freshmen.

- Huomaa **this** ja **that** seuraavissa ajanilmauksissa ja sanonnoissa

| | | |
|---|---|---|
| **this morning/spring** | tänä... | I met him this morning. |
| **this time** | tällä kertaa | This time I'll pass the exam. |
| **one of these days** | jonakin päivänä | One of these days they will get him. |
| **these days** | nykyisin | These days nothing is free. |
| **at that time** | silloin | At that time I was an engineering student. |
| **at that moment** | sillä hetkellä | At that moment I knew I would pass the test. |
| **in those days** | siihen aikaan | In those days students had to behave. |
| **That's all.** | Siinä kaikki. | Milk, eggs, sugar, that's all. How much is it? |
| **That'll do.** | Riittää. | That'll do, Jack! Please just sit down. |
| **That's it.** | Juuri niin. | Switch the computer on at the back. That's it. |
| | Nyt riittää. | That's it! I'm not listening to any more of your lies. |

## G13 Translate the sentences into English.

1 Käytän mieluummin tätä sovellusta.
2 Kuinka teit sen?
3 Voit käyttää näitä läppäreitä.
4 Paljonko nuo kirjat maksavat?
5 Saavatko lapset käyttää kännyköitä oppitunnilla?
6 Ne, jotka haluavat pitää paussin, kädet ylös.
7 Sillä hetkellä tiesin olevani oikeassa.
8 Tarkoitatko tuota sinistä autoa? Vai tuota keltaista?
9 Kuulin sen uutisista tänä aamuna.
10 Juuri niin. Pärjäät tästä lähtien ilman apuani.
11 Synnyin 1950-luvulla. Siihen aikaan ei ollut internettiä.
12 Professorien palkat ovat korkeampia kuin opettajien.

**G14** In pairs, decide which one of you is A and B. Cover the other half. Take turns translating the sentences into English.

| | A | B |
|---|---|---|
| 1 | **Please take this book, I'll take that heavier one. Who wants the digital book?** | Ota sinä tämä kirja, niin minä otan tuon painavamman. Kuka haluaa digikirjan? |
| 2 | Nuo luennoitsijat näyttävät ikivanhoilta. Kenen idea oli kutsua heidät tänne? | **Those lecturers look ancient. Whose idea was it to invite them here?** |
| 3 | **These cakes look delicious. I'd like that bigger one.** | Nämä kakut näyttävät herkullisilta. Haluaisin tuon isomman. |
| 4 | Millainen tentti oli viime vuonna? Millaisia kysymyksiä siinä oli? | **What was the exam like last year? What kind of questions were there?** |
| 5 | **I got a new apartment this month, guess what colour the kitchen is?** | Sain uuden kämpän tässä kuussa, arvaa minkä värinen keittiö on? |
| 6 | Kenen avaimet nämä ovat? | **Whose keys are these?** |
| 7 | **At that moment I could only ask: to whom did you give the diamond / Who did you give the diamond to?** | Sillä hetkellä saatoin vain kysyä: kenelle annoit timantin? |
| 8 | Mitä tietokoneohjelmia käytät nykyisin? | **Which computer programs are you using these days?** |
| 9 | **What bird? I can't see any.** | Mikä lintu? En näe yhtään lintua. |
| 10 | Onko rauhan historia tärkeämpi kuin sodan historia? | **Is the history of peace more important than that of war?** |
| 11 | **In those days my mum was 18 years old.** | Siihen aikaan äitini oli 18-vuotias. |
| 12 | Nyt riittää. Olen kuullut jo tarpeeksi tarinoitasi. | **That's it. I've had enough of your stories!** |
| 13 | **That's it. You can do it!** | Juuri noin. Osaat homman! |
| 14 | Kaksi hampurilaista, kolme kahvia ja jäätelö. Siinä kaikki, kiitos. | **Two hamburgers, three coffees and an ice cream. That's all, thanks.** |

# Indefiniittipronominit
# Indefinite pronouns

## G15

**Listen to the following instructions and fill in the missing words. Translate them in pairs.**

Teacher:

Right, listen up. Our class trip to Brussels is next week and I want to make sure **1** _____ of you is clear about the following points. First, **2** _____ gets on the bus without their passport. Is that clear? **3** _____ without a passport will be left behind at the school gates. Secondly, pack **4** _____ food and drink for the journey because we'll be on the bus for three hours, and we're not stopping on the way. And don't leave **5** _____ rubbish on the bus. When we get to the airport, remember that **6** _____ of you is responsible for your own check-in. And please don't say **7** _____ stupid to the airport security – even as a joke. I took a group of students last year, and **8** _____ of them told the official that his backpack was a parachute. Guess which **9** _____ of us had to sort out the mess?

## Grammar on track

Kääntämäsi rakenteet ovat indefiniittipronomineja. Ne ovat pronomineja, jotka ilmaisevat asian jonkinasteista määrää (esimerkiksi jokainen, kaikki, jotkut).

Indefiniittipronominit voivat olla

- **adjektiivisia** (**substantiivin edellä**) jolloin käytetään lyhyttä muotoa.

  The project involves **every university** in Finland.
  Tämä projekti koskettaa jokaista Suomen yliopistoa.

- **of-rakenteen edessä**, jolloin niistä käytetään aina lyhyttä muotoa.

  **Some of** you will get into medical school.
  Jotkut teistä pääsevät lääketieteelliseen tiedekuntaan.

- **itsenäisiä** (ilman substantiivia), jolloin käytetään pitkää muotoa.

  Don't try to learn **everything** – just the key points.
  Älä yritä opetella kaikkea – vain pääkohdat.

Huomaa:
Pitkän muodon jälkeen ei voi tulla substantiivi, mutta adjektiivi on mahdollinen:

Please don't say **anything** stupid to airport security.

## Adjektiiviset indefiniittipronominit

- **some** (hieman, muutama, jotkut)

  **some** esiintyy yleensä myönteisissä väitelauseissa

  **Some** people enjoy challenges.

  **some**-pronominia ei aina käännetä

  I'll have **some** coffee.
  Ottaisin (hieman) kahvia.

- **any** (yhtään; mikä/kuka tahansa)

  **any** esiintyy yleensä kysymyksissä, ja kielloissa *not*-sanan kanssa

  Did you see **any** cars there? I didn't see **any**.

  **any** ei voi aloittaa kielteistä lausetta

  No doctor was available at the time.

- **no** (ei mikään/kukaan; ei yhtään)

  I had **no** time to study.

  – no esiintyy kielloissa.
  – huomaa: I saw no people there = I didn't see any people there.
    → kirjoitetussa kielessä lauseessa vain yksi kieltosana!

    ~~I didn't see no people there.~~

- **every/each** (jokainen)

  **Every/Each** lecture counts.

  *each* on painokkaampi

Huomaa:
Pronominin **every** jälkeen **verbi** on **yksikössä.**

**Every** individual **has** the right to study.

Lyhyissä vastauksissa **some/any/none** voivat esiintyä ilman pääsanaa.

Are there any places left?
– Yes, there are **some**. / No, there aren't **any**. / No, there are **none**.

## G16 Täydennä seuraavat aukot indefiniittipronomineilla *some*, *any*, *no* tai *every*.

1 Haven't you got _____ plans for today?

2 I know _____ important people. At least two.

3 I don't have _____ idea what I should do.

4 I have read _____ book in this library. This place feels like home.

5 _____ child has the right to be happy.

6 I have got _____ time to lose. The meeting starts at 2 pm.

7 _____ students like to study in the mornings. They are called early birds.

8 _____ individual is free to choose the field they want to study.

9 There are _____ exceptions to every rule.

10 _____ outsiders were allowed to enter the building.
The event was highly confidential.

### Indefiniittipronominit of-rakenteen edellä

- **some** (jotkut)
  **Some of** the singers were brilliant.
- **one** (yksi)
  **One of** them **was** from Germany.
- **any** (mikään/kukaan; mikä/kuka tahansa)
  **Any of** them could have won. Did you see **any** of them?

Huomaa:
Käytä myös kielteisten sanojen *hardly*, *scarcely*, *rarely*, *seldom* ja *without* sanojen kanssa *any*-pronominia, sillä kirjoitetun kielen lauseessa saa olla **vain yksi kieltosana**.
He managed **without any** help. She **hardly** knew **any** of them.

Erikseen kirjoitettuna **any one** voi korvata *any*-pronominin *of*-rakenteen edellä.
**Any one** of them could have won.

- **none** (ei kukaan/mikään)

  **None of** the students **were** speaking.
  Käytä *of*-rakenteen edellä aina *none*-muotoa.

- **every** (jokainen, jokaikinen)

  **Every one of** the students **was** present.
  Huomaa, että *every* ja *one* kirjoitetaan erikseen of-rakenteen edessä.

Huomaa:
Pronominien **one** ja **every one** jälkeen **verbi** on **yksikössä**.

**One** of my friends **is** studying law.

Pronominit **some/any/none ovat joko yksiköllisiä tai monikollisia**.

**None** of them **is/are** studying medicine.

## G17 Choose the correct indefinite pronoun.

1 _____ of the teachers supported me.
2 I met _____ of them at the party, at least four.
3 _____ of them is actually a relative of mine.
4 _____ of them seemed to appreciate my moves on the dance floor.
5 You can take _____ of these books, they are all free.
6 _____ of the listeners were clapping. You could have heard a pin drop.
7 I didn't understand _____ of those jokes, they were all so strange.
8 Ted seldom comes up with _____ bright ideas.
9 If _____ one of your friends knows my secret, please tell them to keep quiet.
10 She did fine, without _____ help from anyone.

| | | | |
|---|---|---|---|
| 1 | a) Every one | b) Everyone | c) Every |
| 2 | a) one | b) some | c) every |
| 3 | a) Some | b) One | c) None |
| 4 | a) None | b) No | c) Any |
| 5 | a) no | b) none | c) any |
| 6 | a) No | b) None | c) Any |
| 7 | a) any | b) some | c) none |
| 8 | a) no | b) some | c) any |
| 9 | a) some | b) no | c) any |
| 10 | a) any one | b) any | c) some |

## Itsenäiset eli pitkät indefiniittipronominit

- Ihmisistä käytetään muotoja **-body/-one**

| | |
|---|---|
| **someone/somebody** | joku |
| **anyone/anybody** | kukaan; kuka tahansa |
| **no one/nobody** | ei kukaan |
| **everyone/everybody** | jokainen; kaikki |

- Asioista käytetään muotoja **-thing**

| | |
|---|---|
| **something** | jokin, jotain |
| **anything** | mitään; mikä tahansa |
| **nothing** | ei mitään |
| **everything** | kaikki |

- Itsenäiset indefiniittipronominit ovat **yksiköllisiä**.

  **Is everybody** ready? Everything **is** so easy.

- Näihin pronomineihin viitataan *they/their* -pronomineilla, jolloin ei tarvitse käyttää *she/he* -pronomineja.

  **Someone** has left **their** purse behind.

- **No**-alkuisen pronomin **voi usein korvata not+any** -rakenteella.

  He knows **no one** here. = He doesn't know **anyone** here.

- Kielteinen lause alkaa aina **no**-alkuisella pronominilla (ei *any*-pronominilla).

  **Nobody** likes him.

- Huomaa kieltosanan paikka:

  **Everyone** knows him, but **not everyone** likes him.

Huomaa:
Käytä **some**-alkuista pronominia, kun odotat myönteistä vastusta.

Did you see **someone** that night? I'm sure you did!

Muutoin **kysymyksissä** on **yleensä any**-alkuinen pronomini.

Did you see **anyone** that night?

## G18 Choose the correct alternative.

1 **Something** / **Anything** happened on the way home.
2 I couldn't remember **anything** / **nothing** that had happened at the meeting.
3 A friend of mine had seen **somebody** / **nobody** in the alley. It might have been a dog.
4 It could have been **anybody** / **everybody**.
5 It's scary when you remember **nothing** / **anything**. Not a single thing.
6 **Nobody** / **Anybody** has seen my application yet.
7 Not **everybody** / **anybody** knows about this.
8 **Everything** / **Something** happened so quickly: now they are married.

### Indefiniittipronominien kertaus

| **adjektiivinen** | **of-rakenteen edellä** | **itsenäinen** |
|---|---|---|
| **some** student / a student<br>joku opiskelija | **some** of them; some of the profit<br>jotkut heistä; osa voitosta | **Somebody** came in.<br>Joku tuli sisään. |
| **any** student<br>kukaan opiskelija | **any** of you; any of the students<br>kukaan teistä; kukaan/ketkään opiskelijoista | **Anybody** can apply.<br>Kuka tahansa voi hakea. |
| **no** student<br>ei kukaan opiskelija | **none** of you; **none** of the students<br>ei kukaan teistä; ei kukaan opiskelijoista | **Nobody** voted.<br>**Nothing** happened.<br>Kukaan ei äänestänyt.<br>Mitään ei tapahtunut. |
| **every** student<br>jokainen opiskelija | **every one** of them<br>Jokainen heistä | **Everybody** understands it.<br>Kaikki ymmärtävät sen. |

## G19 Fill in the indefinite pronouns.

### The pros and cons of studying abroad

Studying abroad is **1** _____ (jotakin) that is growing in popularity. **2** _____ (jotkut/toiset) of those applying to foreign universities want to learn a new language, while others are keen to experience a new culture firsthand.

However, studying abroad is not for **3** _____ (kaikille). **4** _____ (kaikki eivät) student has a wonderful time. **5** _____ (jotkut) of them become very homesick. After all, it's not easy living in a country where you have **6** _____ (ei) family and **7** _____ (ei mitään) of your usual foods are available. Instead, you feel you are in a place where **8** _____ (kaikki) is unfamiliar and **9** _____ (ei kukaan) speaks your language.

Universities understand this and there is usually **10** _____ (joku) available to help overseas students. There are societies, too, that welcome **11** _____ (kuka tahansa) from a specific cultural background – the Korean Athletics Society, the Indian Language Club, the Mexican Union. There is usually **12** _____ (jotakin) for **13** _____ (kaikille).

In the end almost **14** _____ (jokainen) of the students who study abroad say that they see their home country with fresh eyes. Katri Virtanen, who graduated from University College London said, "The most important thing I learned in England is what a great country Finland is! **15** _____ (ei mikään) makes you appreciate your own culture more than living outside it."

## Muita indefiniittipronomineja

### Yksikkö

| | | |
|---|---|---|
| **either** | jompikumpi | Take **either** of the books. |
| **neither** | ei kumpikaan | **Neither** student wanted to give in. |
| **either – or / neither – nor** | joko – tai / ei – eikä | **Either** you **or** me. I saw **neither** my dad **nor** my mum yesterday. |
| **each other / one another** | toinen toistaan | They love **each other**.<br>Huomaa, ei monikon s-päätettä.<br>They love **each other's** company.<br>Tässä on kyseessä s-genetiivi. |
| **one – another** | yksi – toinen | He bought **one** book for his roommate and **another** for himself. |
| **one – the other** | toinen – toinen | **One** of the books is about economics, **the other** is about money. |

### Monikko

| | | |
|---|---|---|
| **all** | kaikki | **All** (of the) students were happy. |
| **both** | molemmat | **Both** (of the) contestants were determined to win. |
| **both – and** | sekä – että | **Both** you **and** I know the importance of this course. |
| **some – (the) others** | toiset – toiset | **Some** people like gambling, **others** don't. |

## Indefiniittipronominit – sanontoja

| | | |
|---|---|---|
| **every now and then** | aina silloin tällöin | I go to the gym **every now and then**. |
| **each and every one** | jokaikinen | Now to bed, **each and every one**. |
| **any (better)** | yhtään parempi | Are you feeling **any better**? |
| **any time** | hetkellä millä hyvänsä | They'll arrive **any time** now. |
| **some day / one day** | jonain päivänä / eräänä päivänä | **One day** you will find out the truth. |
| **one after the other** | yksi toisensa jälkeen | She passed **one** exam **after the other**. |
| **one by one** | yksi kerrallaan | They came into the room **one by one**. |
| **on (the) one hand – on the other hand** | toisaalta – toisaalta | **On the one hand**, I should work hard, **on the other (hand)**, I really don't have time. |
| **every second (week) / every two (weeks) / every other (week)** | joka toinen (viikko) | We meet **every second week / every two weeks / every other week**. |
| **no one but** | ei kukaan muu kuin | **No one but** Kim seems to know the answer. |
| **anyone but** | kuka tahansa paitsi | She accepts criticism from **anyone but** her parents. |
| **nothing but** | ei mitään muuta kuin | She drinks **nothing but** milk.<br>He does **nothing but** sleep. |
| **anything but** | kaikkea muuta kuin | This is **anything but** easy. |
| **else** | muu | If Kim can't come, we'll ask somebody **else**. / Do you need anything **else**? |
| **anywhere** | missä tahansa, minnekään | I didn't see him **anywhere**. |
| **nowhere** | ei missään | There is **nowhere** for them to go. |

**G20** Play tic-tac-toe in pairs. One of you uses the symbol X, the other one O. The aim of the game is to get a row of Xs or Os down, across or diagonally, by translating the sentences correctly. The first player to complete a row wins that game.

GAME 1

| | | |
|---|---|---|
| Ota jompikumpi pulloista. | Jotkut ihmiset pitävät retkeilystä, toiset eivät. | He pitävät toistensa ideoista. |
| Molemmat opiskelijat läpäisivät testin. | He eivät pidä toisistaan. | Kumpikaan heistä ei tiennyt tilanteesta. |
| Toinen elokuvista kertoo rakkaudesta, toinen vihasta. | Kaikki kilpailijat nauttivat pelistä. | Hän oli sekä onnellinen että surullinen samaan aikaan. |

GAME 2

| | | |
|---|---|---|
| Koe oli kaikkea muuta kuin helppo. | Hän ei juo muuta kuin vettä. | Hän tulee tänne joka kolmas viikko. |
| Jonain päivänä hän tietää vastauksen. | He tulivat huoneeseen yksi kerrallaan. | Kuka tahansa muu paitsi aviomies saa arvostella hänen töitään. |
| Hän ei tee muuta kuin laulaa. | Hän ei tehnyt mitään muuta kuin valitti. | Aina silloin tällöin haluan matkustaa merenrantaan. |

## G21 Complete the sentences using the pronouns in the box. Use each word only once.

| | | | |
|---|---|---|---|
| some | no | anybody | anything |
| nothing | everything | everybody | nobody |

1 May I have _____ tea, please?
2 _____ is more important than gardening.
3 _____ can make mistakes.
4 Not _____ likes coffee.
5 _____ must have a beginning and an end.
6 We made _____ changes to the plan.
7 I didn't hear _____.
8 I saw _____ in the alley.

## G22 Translate the sentences into English.

1 Mikään ei muuttunut.
2 Joku teistä sanoi oikean vastauksen.
3 Kukkarossani ei ole mitään.
4 Kukaan ei tiennyt siitä mitään.
5 Tiesin kaikki vastaukset.
6 Kukaan meistä ei tiennyt sitä.
7 Tuskin kukaan vastasi oikein.
8 Jokainen oikea vastaus merkitsee.
9 Eikö heillä ollut yhtään rahaa?
10 Minulla ei ollut yhtään maitoa jääkaapissa.
11 Tytöt eivät kertoneet kenellekään tapahtuneesta.
12 Mikään puhelimista ei toiminut.
13 Jokainen opiskelija on läpäissyt testin.
14 Ovatko mitkään näistä kirjoista lukemisen arvoisia?
15 Oletko nähnyt mitään hyvää telkkarissa?
16 Kukaan ei tiedä kaikkea.
17 Etkö nähnyt mitään?
18 Tunnetko ketään heistä?
19 Kaikki ei ole kaupan.
20 Kaikki ovat onnellisia nyt.

## G23 Fill in the missing indefinite pronouns.

### Dog job

Leo Fisher was fed up with having **1** _____ (ei rahaa) money. As a university student he had two options: **2** _____ (joko – tai) he could take on more loan _____ he could get a job. The problem was that he had lectures each and every week day, so it wasn't easy to fit work around his studies. He tried doing bar work **3** _____ (joka toinen) Saturday, but it paid very little.

Then **4** _____ (eräänä päivänä) he was listening to **5** _____ (jotkut) friends complaining how they were too busy to walk their dog, and an idea came to him. He set up a website that put dog owners and potential dog walkers in touch with **6** _____ (toistensa kanssa). **7** _____ (kuka tahansa) wanting their dog walked could register on the site, and _____ (kuka tahansa) who fancied a stroll with a pooch could sign up to do it. As Leo saw it, **8** _____ (sekä – että) dog owners _____ dog walkers would be happy. And he was right: **9** _____ (yksi kerrallaan), visitors to the site began to sign up until he had over 500 members. This service was **10** _____ (jotakin) people really needed, but **11** _____ (ei kukaan) had thought of the idea. Before Leo's website, **12** _____ (ei – eikä) dog owners _____ potential walkers had an easy way to connect with **13** _____ (toistensa kanssa).

How does Leo make money from his idea? Simple. **14** _____ (kaikki) dog walkers sign up for free, but Leo charges dog owners a membership fee of £30 **15** _____ (joka) month. Despite the charge, **16** _____ (yksi) dog owner _____ (toisensa jälkeen) is registering for the scheme. **17** _____ (jonain päivänä) Leo hopes to expand beyond Manchester to other cities in the UK.

# Adjektiivi ja prepositio
# Adjective + preposition

## G24

**Listen to the dialogue. Fill in the adjectives and prepositions. Then translate the adjective + preposition phrases.**

– I'm **1** _____ the variety of subjects on offer this year! But I have to admit that I'm a bit **2** _____ how the system works.

– Don't worry, you'll soon be **3** _____ the system. The main thing at this point is to decide which subjects you are **4** _____.

– Right. What about you? Are you **5** _____ the new academic year? Last year you went on all those cool field trips, didn't you? I was quite **6** _____ you, and even considered studying zoology myself.

– I'm not so **7** _____ the course any more. It turns out that I'm **8** _____ fur, so handling mammals will be problematic.

– Why don't you concentrate on reptiles instead? Become a herpetologist!

– Well, to be **9** _____ you, I'm actually **10** _____ snakes, so that's probably not a good idea. But we can talk about this later. Shouldn't you get going? You don't want to be late for your first class!

## G25 Choose the correct preposition. Check the preposition list on p. 224–226 for help.

### The right job for you

1 Are you curious **about** / **in** / **over** the stars? Become an astronomer.
2 Are you addicted **with** / **to** / **on** playing online games? Become a professional gamer.
3 Are you capable **of** / **in** /**with** shattering glass with your voice? Join the opera.
4 Are you concerned **on** / – / **about** climate change? Become an environmental lawyer.
5 Are you patient **with** / **on** / **about** demanding people? Become a flight attendant.
6 If you are angry **on** / **with** / **about** social inequality, become a politician and do something about it.
7 If you are not frightened **of** / – / **about** heights, become a tightrope walker.
8 If you are not content **in** / **about** / **with** the standard of education in Finland, become a teacher and change it.
9 If you are good **with** / **on** / **at** handling scissors, become a hairdresser or a barber.
10 If you are interested **on** / **in** / **about** snakes and crocodiles, become a herpetologist.

## G26 Match the following sentences.

1 Most students are **accustomed** _____
2 Ali was not **keen** _____
3 She was **happy** _____
4 She felt she was **bad** _____
5 Jonas was **fed up** _____
6 At first, he was **enthusiastic** _____
7 The company was **known** _____
8 But the product looked **identical** _____

A **about** the new product.
B **at** figuring out all the new apps.
C **to** using their phones all the time.
D **with** her old phone, and saw no need to change it.
E **to** an earlier version.
F **on** getting a new phone.
G **for** creating elegant-looking phones.
H **with** his new phone.

"You want a new phone for your birthday? What's wrong with your old one?"

## G27 Translate the sentences into Finnish.

1 Contrary to popular belief, economists don't always understand the economy.
2 You should be aware of the exchange rate if you are buying foreign currency.
3 We are looking for a financial manager who is familiar with the stock market.
4 The new accountant, Tomi, was good at managing tax returns.
5 The manager was very excited about the half-year figures.

## G28 Translate the sentences into English.

1 Johtaja sanoi, että hän oli kiitollinen kirjanpitäjälle yön läpi työskentelystä.
2 Muut työntekijät olivat ihmeissään tästä tiedosta.
3 He tiesivät, ettei Vera ollut tottunut tekemään töitä myöhään.
4 Johtaja sanoi, että Vera oli oikeutettu isoon bonukseen.
5 Vera meni kihloihin johtajan pojan kanssa.

## G29 Create a personal profile for your CV. Work with a partner. Choose adjective + preposition phrases from the box and describe your skills and interests.

| | |
|---|---|
| suitable for | successful in |
| interested in | involved in |
| keen on | opposed to |
| proud of | responsible for |
| enthusiastic about | experienced in |
| familiar with | accustomed to |
| capable of | good at |
| ahead of | afraid of |

# Adjective + preposition

| | | | |
|---|---|---|---|
| a | **accustomed to** | tottunut | Teachers are **accustomed to** getting up early on weekdays. |
| | **acquainted with** | tutustunut | I was not **acquainted with** their education system. |
| | **addicted to** | riippuvainen | I think I'm **addicted to** ice-cream. I can't stop eating it. |
| | **afraid of** | peloissaan | My brother has always been **afraid of** snakes. |
| | **ahead of** | edellä | The artist was years **ahead of** his time. |
| | **allergic to** | allerginen | Nea is **allergic to** nuts – she should not eat them at all. |
| | **amazed at** | ällistynyt | Terhi was **amazed at** how strict the teachers at the French school were. |
| | **angry with/at** | vihainen jllek | I was so **angry with** Jim, I didn't speak to him for a week. |
| | **angry about** | vihainen jstk | People were **angry about** the rise in school fees. |
| | **annoyed at/about - with** | harmissaan | She was **annoyed about** missing the last bus. |
| | **ashamed of** | häpeissään | Trying and failing is nothing to be **ashamed of**. Not trying is. |
| | **astonished at** | hämmästynyt | I was **astonished at** how much the dog could eat. |
| | **aware of** | tietoinen | Are you aware of the change in the curriculum? |
| | **bad at** | huono, heikko jssk | I used to be **bad at** baking but now I can make cakes. |
| b | **bored with** | kyllästynyt | Unless she was winning, she soon got **bored with** board games. |
| | **busy with** | kiireinen | We have been quite **busy with** our film project. |
| c | **capable of** | kykenevä | Humans are **capable of** the most extraordinary acts of kindness. |
| | **careful with/of** | varovainen | Be **careful with** that vase – it's an antique. |
| | **characteristic of** | luonteenomainen | It is **characteristic of** Louisa to work long hours. |
| | **concerned about** | huolissaan | Every thinking person is **concerned about** climate change. |
| | **confident about/of/in** | varma | I was so **confident about** passing the test, I didn't bother to revise. |
| | **confused about** | hämmentynyt | Many students are **confused about** the difference between affect and effect. |
| | **connected with/to** | liittyvä | Al Capone said he was not **connected with** organised crime. |
| | **conscious of** | tietoinen | Are you **conscious of** our deadline? |
| | **content with** | tyytyväinen | We were **content with** our project. |
| | **contrary to** | päinvastainen kuin | **Contrary to** popular belief, crows are smarter than dogs. |
| | **curious about** | utelias | He was **curious about** the noises coming from the attic. |
| d | **dependent on** | riippuvainen | Canada is **dependent on** the US for most of its trade. |

| | | | |
|---|---|---|---|
| | **different from/to/than** | erilainen kuin | American schools are **different from** Canadian schools in many ways. |
| | **disappointed at/with** | pettynyt jhk asiaan | We were **disappointed with** the standard of the tests. |
| | **disappointed in/with** | pettynyt jhk henkilöön | When I got arrested, my dad told me that he was very **disappointed in** me. |
| **e** | **engaged to** | kihloissa | My sister is **engaged to** an astronaut – they're getting married on the moon! |
| | **enthusiastic about** | innostunut | Xie has never been very **enthusiastic about** formal testing. |
| | **entitled to** | oikeutettu | Am I **entitled to** study benefit? |
| | **envious of** | kateellinen | You should be the best person you can be. It's futile to be **envious of** others. |
| | **equal to** | yhtäläinen, yhtä | Is the value of the euro **equal to** that of the dollar? |
| | **equivalent to** | vastaava jllek | 3/4 is **equivalent to** 9/12. |
| | **excited about** | innostunut | Bella was **excited about** going to the prom with Ed. |
| | **experienced in** | kokenut | We need a chef who is **experienced in** cooking for soldiers. |
| **f** | **familiar with** | perehtynyt | Are you **familiar with** this app? |
| | **famous for** | kuuluisa | Paris Hilton is **famous for** being Paris Hilton. |
| | **fed up with** | kyllästynyt | I'm **fed up** with all the graffiti in the city. |
| | **frightened of** | pelästynyt | Are elephants really **frightened of** mice? |
| **g** | **good at** | hyvä, taitava | If you're **good at** singing, why not join a choir? |
| | **grateful to sb for sth** | kiitollinen jllek jstk | Mick was **grateful to** the teacher for giving him extra maths lessons. |
| | **guilty of** | syyllinen | Dan was not **guilty of** cheating in the exams – it was just a horrible rumour. |
| **h** | **happy about** | iloinen | She wasn't **happy about** looking after Mike's dog. |
| | **happy with** | tyytyväinen | Are you **happy with** the subjects you have chosen? |
| | **honest with/about** | rehellinen | When writing a CV, be **honest about** your qualifications. |
| | **identical to** | identtinen, yhtäläinen | Why is your essay **identical to** Simon's? |
| | **ignorant of** | tietämätön | Being **ignorant of** the law is not an excuse for breaking it. |
| | **inferior to** | alempi, huonompi | Are fake brands always **inferior to** the original? |
| | **innocent of** | syytön | The jury found him **innocent of** murder, but guilty of manslaughter. |
| **i** | **interested in** | kiinnostunut | I'm not **interested in** further studies at all.<br>I'm **interested in** making money. |
| | **involved in** | sekaantunut | I can't believe Serge was **involved in** a drug ring. |
| **j** | **jealous of** | mustasukkainen | The ugly sisters were **jealous of** Cinderella. |
| **k** | **keen on** | innostunut | I am not **keen on** playing tennis. |
| | **known for** | tunnettu, kuuluisa | Italy is **known for** the three Ps: pasta, pizza and Pavarotti. |

| | | | |
|---|---|---|---|
| l | **late for** | myöhässä | I was **late for** our first date. |
| | **loyal to** | uskollinen | He is only **loyal to** his team when it's winning. |
| m | **married to** | naimisissa | My mum is **married to** my teacher – life is not easy. |
| o | **opposed to** | vastaan | If you are **opposed to** child labour, don't buy that product. |
| p | **patient with** | kärsivällinen | Please, be **patient with** the child. |
| | **peculiar to** | tyypillinen | This type of soil is **peculiar to** desert areas. |
| | **pleased about** | mielissään | She was **pleased about** her promotion. |
| | **pleased with** | tyytyväinen | Steve Jobs was very **pleased with** how his business expanded. |
| | **prepared for** | valmistautunut | A kindergarten teacher must be **prepared for** all eventualities. |
| | **proud of** | ylpeä | You can be **proud of** yourself for getting straight A's for every subject. |
| r | **ready for** | valmis | Are you **ready for** the trip? |
| | **related to** | liittyvä, sukua | Stacy will handle all matters **related to** publicity. |
| | **responsible for** | vastuussa | Who is **responsible for** this mess on the floor? |
| s | **satisfied with** | tyytyväinen | The board is **satisfied with** this financial report. |
| | **sensitive to** | herkkä | Is your skin **sensitive to** the dry air? |
| | **separate from** | erillään | Try to keep your work life **separate from** your personal life. |
| | **short of** | vailla | Students are always **short of** money. |
| | **similar to** | samanlainen kuin | This cake is **similar to** one my grandma bakes. |
| | **slow at** | hidas | My dad is really **slow at** texting. |
| | **sorry about** | pahoillaan | I am **sorry about** the delay. |
| | **sorry for** | pahoillaan jnk puolesta | We all felt **sorry for** him when he lost his job. |
| | **successful in** | menestyvä | The new coach was **successful in** getting the team to work together. |
| | **suitable for** | sopiva | This land is not **suitable for** agriculture – it's too arid. |
| | **superior to** | ylempi, parempi | He thinks he is **superior to** his neighbours. That's why nobody likes him. |
| t | **thankful to - for** | kiitollinen | She will always be **thankful to** the Finnish health care system. |
| | **tired of** | väsynyt | Tuija got **tired of** waiting for Mike, so she went home. |
| | **typical of** | tyypillinen | It was **typical of** him to forget my birthday. |
| u | **used to** | tottunut | Beth was so **used to** the noise she could sleep right through it. |
| w | **wrong with** | vikana | Is there something **wrong with** your bike? |

# Epäsäännölliset verbit · Irregular verbs

| | | |
|---|---|---|
| **a** | **arise, arose, arisen** [ə'raiz, ə'rəuz, ə'rizn] | nousta, syntyä, ilmetä |
| | **awake, awoke, awoken/awakened** [ə'weik, ə'wəuk, ə'wəukən/ə'weikənt] | herätä |
| **b** | **be, was/were, been** [biː, wɔz, wəəː(r), biːn] | olla |
| | **bear, bore, borne** [beə(r), bɔː(r), bɔːn] **born** = syntynyt | kantaa, kestää, sietää, synnyttää |
| | **beat, beat, beaten** [biːt, biːt, biːtn] | lyödä, voittaa |
| | **become, became, become** [bi'kʌm, bi'keim, bi'kʌm] | tulla joksikin |
| | **begin, began, begun** [bi'gin, bi'gæn, bi'gʌn] | alkaa |
| | **bend, bent, bent** [bend, bent, bent] | taivuttaa, taipua |
| | **bet, bet/betted, bet/betted** [bet, bet/betid, bet/betid] | lyödä vetoa |
| | **bid, bid, bid** [bid, bid, bid] | tarjota, tehdä tarjous (esim. huutokaupassa) |
| | **bind, bound, bound** [baind, baund, baund] | sitoa |
| | **bite, bit, bitten/bit** [bait, bit, bitn/bit] | purra, tarttua (onkeen) |
| | **bleed, bled, bled** [bliːd, bled, bled] | vuotaa verta |
| | **blow, blew, blown** [bləu, bluː, bləun] | puhaltaa, tuulla |
| | **break, broke, broken** [breik, brɔuk, brɔukn] | katkaista, murtaa, särkeä, murtua, särkyä |
| | **breed, bred, bred** [briːd, bred, bred] | kasvattaa, jalostaa (eläimiä, kasveja) |
| | **bring, brought, brought** [briŋ, brɔːt, brɔːt] | tuoda |
| | **broadcast, broadcast, broadcast** [brɔːdkaːst, brɔːdkaːst, brɔːdkaːst] | lähettää (radiosta, TV:stä) |
| | **build, built, built** [bild, bilt, bilt] | rakentaa |
| | **burn, burnt/burned, burnt/burned** [bəːn, bəːnt/bəːnd, bəːnt/bəːnd] | palaa, polttaa |
| | **burst, burst, burst** [bəːst, bəːst, bəːst] | haljeta, särkyä, puhjeta, syöksyä, särkeä, puhkaista |
| | **buy, bought, bought** [bai, bɔːt, bɔːt] | ostaa |
| **c** | **cast, cast, cast** [kaːst, kaːst, kaːst] | valaa, heittää (esim. varjo, katse) |
| | **catch, caught, caught** [kætʃ, kɔːt, kɔːt] | saada kiinni, ottaa kiinni, pyydystää |
| | **choose, chose, chosen** [tʃuːz, tʃəuz, tʃəuzn] | valita |
| | **cling, clung, clung** [kliŋ, klʌŋ, klʌŋ] | takertua, tarrautua, pitää kiinni |
| | **come, came, come** [kʌm, keim, kʌm] | tulla, saapua |
| | **cost, cost, cost** [kɔst, kɔst, kɔst] | maksaa, olla hintana |
| | **creep, crept, crept** [kriːp, krept, krept] | ryömiä, madella, hiipiä |
| | **cut, cut, cut** [kʌt, kʌt, kʌt] | leikata, hakata, kaataa |

| | | |
|---|---|---|
| **d** | **deal, dealt, dealt** [di:l, delt, delt] | käsitellä, jakaa, antaa, käydä kauppaa, olla tekemisissä |
| | **dig, dug, dug** [dig, dʌg, dʌg] | kaivaa |
| | **do/does, did, done** [du:/dʌz, did, dʌn] | tehdä |
| | **draw, drew, drawn** [drɔ:, dru:, drɔ:n] | vetää, piirtää, laatia |
| | **dream, dreamt/dreamed, dreamt/dreamed** [dri:m, dremt/dri:md, dremt/dri:md] | uneksia |
| | **drink, drank, drunk** [driŋk, dræŋk, drʌŋk] | juoda |
| | **drive, drove, driven** [draiv, drəuv, drivn] | ajaa |
| | **dwell, dwelt/dwelled, dwelt** [dwel, dwelt/dweld, dwelt] | asua, oleskella |
| **e** | **eat, ate, eaten** [i:t, et /(AmE) eit, i:tn] | syödä |
| **f** | **fall, fell, fallen** [fɔ:l, fel, fɔ:ln] | pudota, kaatua |
| | **feed, fed, fed** [fi:d, fed, fed] | syöttää, ruokkia |
| | **feel, felt, felt** [fi:l, felt, felt] | tuntea (olevansa), tuntua, tunnustella |
| | **fight, fought, fought** [fait, fɔ:t, fɔ:t] | tapella, taistella |
| | **find, found, found** [faind, faund, faund] | löytää |
| | **flee, fled, fled** [fli:, fled, fled] | paeta |
| | **fling, flung, flung** [fliŋ, flʌŋ, flʌŋ] | heittää, singota, paiskata |
| | **fly, flew, flown** [flai, flu:, fləun] | lentää |
| | **forbid, forbade/(AmE) forbad, forbidden** [fə'bid, fə'bæd/fɔ'beid, fɔ'bidn] | kieltää |
| | **forget, forgot, forgotten/(AmE) forgot** [fə'get, fə'gɔt, fə'gɔtn/fə'gɔt] | unohtaa |
| | **forgive, forgave, forgiven** [fə'giv, fə'geiv, fə'givn] | antaa anteeksi |
| | **forsake, forsook, forsaken** [fə'seik, fə'suk, fə'seikn] | hylätä, luopua |
| | **freeze, froze, frozen** [fri:z, frəuz, frəuzn] | jäätyä, paleltua, palella |
| **g** | **get, got, got/(AmE) gotten** [get, gɔt, gɔt/gɔtn] | saada jtk, hankkia, tulla joksikin, saada tekemään, tehdyksi, päästä |
| | **give, gave, given** [giv, geiv, givn] | antaa |
| | **go, went, gone** [gəu, went, gɔn] | mennä, kulkea, matkustaa |
| | **grind, ground, ground** [graind, graund, graund] | jauhaa |
| | **grow, grew, grown** [grəu, gru:, grəun] | kasvaa, kasvattaa, tulla joksikin |
| **h** | **hang, hung, hung** [hæŋ, hʌŋ, hʌŋ] | riippua, ripustaa |
| | **have, had, had** [hæv, hæd, hæd] | omistaa, olla jllak |
| | **hear, heard, heard** [hiə(r), hə:d, hə:d] | kuulla, saada kuulla, saada tietää |
| | **hit, hit, hit** [hit, hit, hit] | iskeä, osua |
| | **hide, hid, hidden** [haid, hid, hidn] | piilottaa, piileskellä |
| | **hold, held, held** [həuld, held, held] | pitää, vetää (esim. astiasta), sisältää |
| | **hurt, hurt, hurt** [hə:t, hə:t, hə:t] | loukata, tehdä kipeää |

| | | |
|---|---|---|
| **k** | **keep, kept, kept** [ki:p, kept, kept] | pitää, säilyttää, pysyä, säilyä, tehdä jtk jatkuvasti |
| | **kneel, knelt/kneeled, knelt/kneeled** [ni:l, nelt/ni:ld, nelt/ni:ld] | polvistua |
| | **knit, knit/knitted, knit/knitted** [nit, nit/nitid, nit/nitid] | kutoa, neuloa |
| | **know, knew, known** [nəu, nju:, nəun] | tietää, osata, tuntea |
| **l** | **lay, laid, laid** [lei, leid, leid] | panna (pitkälleen), laskea, asettaa, kattaa (pöytä) |
| | **lead, led, led** [li:d, led, led] | johtaa, viedä, taluttaa |
| | **lean, leant/leaned, leant/leaned** [li:n, lent/li:nd, lent/ li:nd] | nojata, nojautua |
| | **learn, learnt/learned, learnt/learned** [lə:n, lə:nt/lə:nd, lə:nt/lə:nd] | oppia, opetella, saada tietää, saada kuulla |
| | **leave, left, left** [li:v, left, left] | jättää, lähteä |
| | **lend, lent, lent** [lend, lent, lent] | lainata jllek, antaa lainaksi |
| | **let, let, let** [let, let, let] | antaa, sallia, päästää, vuokrata, antaa vuokralle |
| | **lie, lay, lain** [lai, lei, lein] | maata, olla, sijaita |
| | **light, lit/lighted, lit/lighted** [lait, lit/laitid, lit/laitid] | sytyttää |
| | **lose, lost, lost** [lu:z, lɔst, lɔst] | kadottaa, menettää |
| **m** | **make, made, made** [meik, meid, meid] | tehdä, valmistaa, saada jk tekemään jtk |
| | **mean, meant, meant** [mi:n, ment, ment] | tarkoittaa, merkitä, aikoa |
| | **meet, met, met** [mi:t, met, met] | tavata, kohdata, tulla vastaan |
| | **mistake, mistook, mistaken** [mis'teik, mis'tuk, mis'teikn] | erehtyä (luulemaan jtk jksk), käsittää väärin |
| | **misunderstand, misunderstood, misunderstood** [misʌndə'stænd, misʌndə'stud, misʌndə'stud] | ymmärtää väärin |
| | **mow, mowed, mown/mowed** [məu, məud, məun/məud] | leikata (ruohoa) |
| **o** | **overcome, overcame, overcome** [əuvə'kʌm, əuvə'keim, əuvə'kʌm] | voittaa |
| | **overtake, overtook, overtaken** [əuvə'teik, əuvə'tuk, əuvə'teikn] | ohittaa |
| **p** | **pay, paid, paid** [pei, peid, peid] | maksaa, antaa maksuksi, kannattaa |
| | **put, put, put** [put, put, put] | panna, asettaa |
| **q** | **quit, quit, quit** [kwit, kwit, kwit] | lakata tekemästä, luopua, sanoutua irti |
| **r** | **read, read, read** [ri:d, red, red] | lukea |
| | **ride, rode, ridden** [raid, rəud, ridn] | ratsastaa, ajaa (pyörällä), olla matkustajana |
| | **ring, rang, rung** [riŋ, ræŋ, rʌŋ] | soittaa, soida |
| | **rise, rose, risen** [raiz, rəuz, rizn] | nousta, kohota |
| | **run, ran, run** [rʌn, ræn, rʌn] | juosta, (kulkuneuvosta) kulkea, virrata, valua, johtaa, hoitaa (yritystä) |

S

**saw, sawed, sawn/sawed** [sɔː, sɔːd, sɔːn/sɔːd] sahata
**say, said, said** [sei, sed, sed] sanoa
**see, saw, seen** [siː, sɔː, siːn] nähdä, ymmärtää
**seek, sought, sought** [siːk, sɔːt, sɔːt] etsiä, tavoitella
**sell, sold, sold** [sel, səuld, səuld] myydä, mennä kaupaksi
**send, sent, sent** [send, sent, sent] lähettää
**set, set, set** [set, set, set] panna, asettaa, laskea (auringosta)
**sew, sewed, sewn/sewed** [səu, səud, səun/səud] ommella
**shake, shook, shaken** [ʃeik, ʃuk, ʃeikn] ravistaa, pudistaa
**shed, shed, shed** [ʃed, ʃed, ʃed] vuodattaa, valaa, säteillä
**shine, shone, shone** [ʃain, ʃɔn, ʃɔn] loistaa, paistaa
**shoot, shot, shot** [ʃuːt, ʃɔt, ʃɔt] ampua, laukaista
**show, showed, shown/showed** [ʃəu, ʃəud, ʃəun/ʃəud] näyttää, osoittaa
**shrink, shrank, shrunk** [ʃriŋk, ʃræŋk, ʃrʌŋk] kutistua
**shut, shut, shut** [ʃʌt, ʃʌt, ʃʌt] sulkea, sulkeutua
**sing, sang, sung** [siŋ, sæŋ, sʌŋ] laulaa
**sink, sank, sunk** [siŋk, sæŋk, sʌŋk] upota, vaipua, upottaa
**sit, sat, sat** [sit, sæt, sæt] istua
**slay, slew, slain** [slei, sluː, slein] lyödä kuoliaaksi
**sleep, slept, slept** [sliːp, slept, slept] nukkua
**slide, slid, slid** [slaid, slid, slid] liukua
**sling, slung, slung** [sliŋ, slʌŋ, slʌŋ] sinkauttaa, paiskata, heittää
**slit, slit, slit** [slit, slit, slit] viiltää halki, haljeta
**smell, smelt/smelled, smelt/smelled** [smel, smelt/smeld, smelt/smeld] haistaa, haista, tuoksua
**sneak, sneaked/(AmE) snuck, sneaked/(AmE) snuck** [sniːk, sniːkt/snʌk, sniːkt/snʌk] hiipiä, pujahtaa
**sow, sowed, sown/sowed** [səu, səud, səun/səud] kylvää
**speak, spoke, spoken** [spiːk, spəuk, spəukn] puhua
**speed, sped/speeded, sped/speeded** [spiːd, sped/spiːdid, sped/spiːdid] kiitää, ajaa ylinopeutta, nopeuttaa, vauhdittaa
**spell, spelt/spelled, spelt/spelled** [spel, spelt/speld, spelt/speld] kirjoittaa, tavata
**spend, spent, spent** [spend, spent, spent] viettää, kuluttaa (aikaa, rahaa)
**spill, spilt/spilled, spilt/ spilled** [spil, spilt/spild, spilt/ spild] läikyttää
**spin, spun, spun** [spin, spʌn, spʌn] kehrätä, panna pyörimään, pyöriä
**spit, spat/(AmE) spit, spat/(AmE) spit** [spit, spæt/spit, spæt/spit] sylkeä
**split, split, split** [split, split, split] halkaista
**spoil, spoilt/spoiled, spoilt/spoiled** [spɔil, spɔilt/spɔild, spɔilt/spɔild] turmella, pilata, hemmotella

| | | |
|---|---|---|
| | **spread, spread, spread** [spred, spred, spred] | levittää, levitä, levittäytyä |
| | **spring, sprang, sprung** [spriŋ, spræŋ, sprʌŋ] | hypähtää, hypätä |
| | **stand, stood, stood** [stænd, stud, stud] | seistä, sietää, kestää |
| | **steal, stole, stolen** [stiːl, stəul, stəuln] | varastaa, hiipiä, livahtaa |
| | **stick, stuck, stuck** [stik, stʌk, stʌk] | pistää, kiinnittää, juuttua, pitäytyä |
| | **sting, stung, stung** [stiŋ, stʌŋ, stʌŋ] | pistää (jollakin terävällä) |
| | **stink, stank/stunk, stunk** [stiŋk, stæŋk/stʌŋk, stʌŋk] | löyhkätä, haista |
| | **stride, strode, stridden** [straid, strəud, stridn] | harppoa, kulkea pitkin askelin |
| | **strike, struck, struck** [straik, strʌk, strʌk] | lyödä, iskeä, tehdä lakko, juolahtaa mieleen |
| | **strive, strove, striven** [straiv, strəuv, strivn] | pyrkiä, ponnistella |
| | **sweat, sweat/sweated, sweat/sweated** [swet, swet/swetid, swet/swetid] | hikoilla, rehkiä, raataa |
| | **swear, swore, sworn** [sweə(r), swɔː(r), swɔːn] | vannoa, kirota |
| | **sweep, swept, swept** [swiːp, swept, swept] | lakaista, pyyhkäistä |
| | **swim, swam, swum** [swim, swæm, swʌm] | uida |
| | **swing, swung, swung** [swiŋ, swʌŋ, swʌŋ] | heiluttaa, heilua |
| **t** | **take, took, taken** [teik, tuk, teikn] | ottaa, viedä |
| | **teach, taught, taught** [tiːtʃ, tɔːt, tɔːt] | opettaa |
| | **tear, tore, torn** [teə(r), tɔː(r), tɔːn] | repiä |
| | **tell, told, told** [tel, təuld, təuld] | kertoa, sanoa, käskeä |
| | **think, thought, thought** [θiŋk, θɔːt, θɔːt] | ajatella, luulla, olla jotakin mieltä |
| | **throw, threw, thrown** [θrəu, θruː, θrəun] | heittää |
| | **thrust, thrust, thrust** [θrʌst, θrʌst, θrʌst] | työntää, sysätä, tunkeutua |
| | **tread, trod, trodden** [tred, trɔd, trɔdn] | polkea, tallata, astua |
| **u** | **undergo, underwent, undergone** [ʌndəˈgəu, ʌndəˈwent, ʌndəˈgɔn] | läpikäydä, joutua kokemaan |
| | **understand, understood, understood** [ʌndəˈstænd, ʌndəˈstud, ʌndəˈstud] | ymmärtää |
| | **undertake, undertook, undertaken** [ʌndəˈteik, ʌndəˈtuk, ʌndəˈteikn] | ryhtyä, ottaa tehtäväkseen |
| | **upset, upset, upset** [ʌpˈset, ʌpˈset, ʌpˈset] | järkyttää, panna sekaisin |
| **w** | **wake, woke/waked, woken/waked** [weik, wəuk/weikt, wəukn/weikt] | herättää, herätä |
| | **wear, wore, worn** [weə(r), wɔː(r), wɔːn] | käyttää, pitää (yllään), kuluttaa, kulua |
| | **weave, wove, woven** [wiːv, wəuv, wəuvn] | kutoa (kangasta) |
| | **weep, wept, wept** [wiːp, wept, wept] | itkeä |
| | **win, won, won** [win, wʌn, wʌn] | voittaa |
| | **wind, wound, wound** [waind, waund, waund] | vääntää (käyntiin), kiertää, kiemurrella, vetää |
| | **withdraw, withdrew, withdrawn** [wiðˈdrɔː, wiðˈdruː, wiðˈdrɔːn] | vetää pois, vetäytyä, nostaa (rahaa) |
| | **wring, wrung, wrung** [riŋ, rʌŋ, rʌŋ] | vääntää, väännellä |
| | **write, wrote, written** [rait, rout, ritn] | kirjoittaa |

## Kuvalähteet

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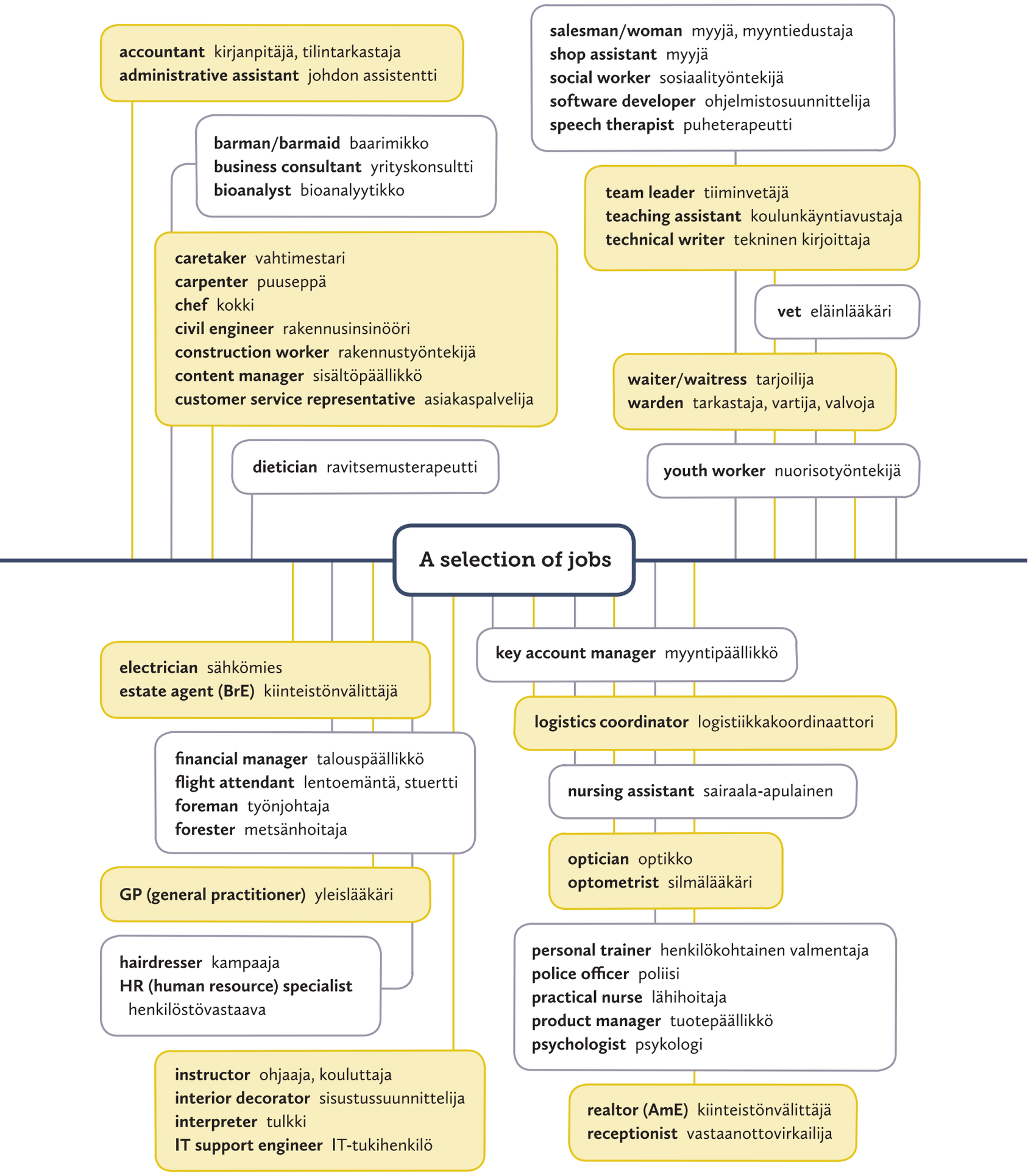
A selection of jobs
accountant kirjanpitäjä, tilintarkastaja
administrative assistant johdon assistentti
barman/barmaid baarimikko
business consultant yrityskonsultti
bioanalyst bioanalyytikko
caretaker vahtimestari
carpenter puuseppä
chef kokki
civil engineer rakennusinsinööri
construction worker rakennustyöntekijä
content manager sisältöpäällikkö
customer service representative asiakaspalvelija
dietician ravitsemusterapeutti
salesman/woman myyjä, myyntiedustaja
shop assistant myyjä
social worker sosiaalityöntekijä
software developer ohjelmistosuunnittelija
speech therapist puheterapeutti
team leader tiiminvetäjä
teaching assistant koulunkäyntiavustaja
technical writer tekninen kirjoittaja
vet eläinlääkäri
waiter/waitress tarjoilija
warden tarkastaja, vartija, valvoja
youth worker nuorisotyöntekijä
electrician sähkömies
estate agent (BrE) kiinteistönvälittäjä
financial manager talouspäällikkö
flight attendant lentoemäntä, stuertti
foreman työnjohtaja
forester metsänhoitaja
GP (general practitioner) yleislääkäri
hairdresser kampaaja
HR (human resource) specialist henkilöstövastaava
instructor ohjaaja, kouluttaja
interior decorator sisustussuunnittelija
interpreter tulkki
IT support engineer IT-tukihenkilö
key account manager myyntipäällikkö
logistics coordinator logistiikkakoordinaattori
nursing assistant sairaala-apulainen
optician optikko
optometrist silmälääkäri
personal trainer henkilökohtainen valmentaja
police officer poliisi
practical nurse lähihoitaja
product manager tuotepäällikkö
psychologist psykologi
realtor (AmE) kiinteistönvälittäjä
receptionist vastaanottovirkailija

# Three school systems at a glance

## Finland

Preschool (6) → Comprehensive school (7) → Upper secondary school (16) → (19)

## UK

Primary school (5) → Secondary school (11) → Sixth form (16) → (18)

## US

Elementary school (6) → Middle school / Junior high (11) → Senior high (15) → (18)